

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180046

Grants.gov Tracking#: GRANT12658881

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180046

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/21/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="University of Hawaii"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="99-60000354"/>	* c. Organizational DUNS: <input type="text" value="9650880570000"/>	
d. Address:		
* Street1: <input type="text" value="2440 Campus Rd., Box 368"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Honolulu"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="HI: Hawaii"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="96822-2234"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Center for Japanese Studies"/>	Division Name: <input type="text" value="School of Pacific & Asian Stud"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Kathleen"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Yoshinaga"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="Grants Specialist"/>		
Organizational Affiliation: <input type="text" value="Office of Research Services"/>		
* Telephone Number: <input type="text" value="808-956-4057"/>	Fax Number: <input type="text" value="808-956-9081"/>	
* Email: <input type="text" value="ors-aorcontact@lists.hawaii.edu"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Center and Foreign Language and Area Studies Fellowships Program for East Asia at the University of Hawaii

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,617,650.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,617,650.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Hawaii

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	108,395.00	115,571.00	107,810.00	108,952.00		440,728.00
2. Fringe Benefits	38,495.00	41,252.00	47,589.00	47,824.00		175,160.00
3. Travel	25,980.00	18,178.00	12,400.00	11,500.00		68,058.00
4. Equipment						
5. Supplies	29,500.00	28,500.00	28,000.00	29,000.00		115,000.00
6. Contractual	3,000.00	5,500.00	3,000.00	3,000.00		14,500.00
7. Construction						
8. Other			9,000.00	9,600.00		18,600.00
9. Total Direct Costs (lines 1-8)	205,370.00	209,001.00	207,799.00	209,876.00		832,046.00
10. Indirect Costs*	14,190.00	14,480.00	14,384.00	14,550.00		57,604.00
11. Training Stipends	432,000.00	432,000.00	432,000.00	432,000.00		1,728,000.00
12. Total Costs (lines 9-11)	651,560.00	655,481.00	654,183.00	656,426.00		2,617,650.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # P015A180046

Name of Institution/Organization University of Hawaii	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kathleen Yoshinaga</p>	<p>TITLE</p> <p>Grants Specialist</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Hawaii</p>	<p>DATE SUBMITTED</p> <p>06/21/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: University of Hawaii

* Street 1: 2440 Campus Rd, Box 368 Street 2: _____

* City: Honolulu State: HI: Hawaii Zip: 96822-2234

Congressional District, if known: HI-001

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name NA

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Kathleen Yoshinaga

* Name: Prefix Ms. * First Name Kathleen Middle Name _____
* Last Name Yoshinaga Suffix _____

Title: Grants Specialist Telephone No.: 808-956-4057 Date: 06/21/2018

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1241-GEPA, final.pdf	Add Attachment	Delete Attachment	View Attachment
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General Education Provisions Act (GEPA) Section 427 Statement
NRCEA & FLAS, University of Hawai'i

The University of Hawai'i is an equal-opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or veteran status. The policy covers admission and access to, and participation, treatment and employment in, UH's programs, activities, and services.

The 2018 *U.S. News & World Report Best Colleges* ranked UH 6th in Best Ethnic Diversity among national universities. Still, there are under-represented groups at UH. To rectify inequities, UH established the Office of Student Equity, Excellence and Diversity (SEED) which is the umbrella organization for 17 programs which recruit and support students of different genders, abilities and other dimensions of diversity. The Office of Multi-Cultural Student Services (OMSS) identifies underrepresented groups in higher education and focuses on outreach activities encouraging individuals from underrepresented groups and underserved communities to seek higher education. OMSS provides services to a number of groups, such as Vietnamese, Samoans, and Filipino students. OMSS offers college preparation, workshops, counseling, and scholarships for recruitment and retention of these groups. UH's KOKUA Program (Disability Access Services) provides academic access services to students with disabilities. These include academic advising, campus intervention, disability access counseling, early registration, faculty liaison, notetaking, sign language interpreting, exam accommodations, and transcription.

The EAC makes every effort to engage all ethnic and under-represented groups. For instance, the faculty application notice for the proposed Faculty Development Workshop on Hokkaido with the Japan Studies Association (JSA) will be sent to community colleges and Minority Serving Institutions including Historically Black Colleges & Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American, Native American & Pacific Islander Serving Institutions (AANAPISIs) in the U.S. to ensure a diverse pool of applicants. For

EAC activities, we will schedule activities in disability accessible venues. Special accommodations at UH will be made for those with disabilities or special needs by working with the KOKUA Program. The NRC grant will expand the potential of our EAC programs to reach more students and community groups, and will provide additional resources to target under-represented groups by working with units on campus, UH SEED, and multiple community groups. See also sections B3 Nondiscriminatory practices and C3 Equal access.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 90%;" type="text" value="University of Hawaii"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Kathleen"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Yoshinaga"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Grants Specialist"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Kathleen Yoshinaga"/>	* DATE: <input style="width: 150px;" type="text" value="06/21/2018"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix: Dr.	First Name: Lonny	Middle Name:	Last Name: Carlile	Suffix:
----------------	----------------------	--------------	-----------------------	---------

Address:

Street1:	1890 East West Road, Moore 216
Street2:	UH School of Pacific and Asian Studies
City:	Honolulu
County:	Hawaii
State:	HI: Hawaii
Zip Code:	96822-2318
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
8089562665	

Email Address:
lonny@hawaii.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

UNIVERSITY OF HAWAI'I NRC EAST ASIA & FLAS, FY 2018-2021

ABSTRACT

The University of Hawai'i (UH), the state's flagship public institution of higher education, is a national and international leader in East Asian Studies (EAS). Classified as one of 115 R1 "Doctoral Universities--Highest Research Activity" by the Carnegie Foundation, UH is known for its research in Asian and Pacific Islands Studies, linguistics, oceanography, and astronomy. Its resources in EAS include 128 faculty who teach over 300 EA courses across 22 academic units and 6 professional programs. UH offers degrees with a specific EA focus in the Arts & Humanities, Social Sciences, and professional programs. EAS course enrollments top over 7,000 annually. Furthermore, UH's nationally and internationally recognized East Asian Languages and Literatures (EALL) Department is unparalleled, offering bachelor's, master's, and doctoral degrees in Chinese, Japanese and Korean. EALL was awarded one of twelve Chinese Language Flagship Programs and the only Korean Language Flagship Program in the country. UH graduates go on to use their EAS skills in priority fields in government, military, private enterprise, K-12 schools and colleges across the nation.

EAS at UH is coordinated across disciplines and schools through the Centers for Chinese (CCS), Japanese (CJS), Korean (CKS), and Okinawan (COS) Studies which are housed in the School of Pacific and Asian Studies (SPAS) that also oversees interdisciplinary certificate and degree programs in Asian Studies (AS). The centers together form the East Asia Council (EAC) whose mission is to 1) facilitate the EAS components of degree programs university-wide, 2) coordinate the acquisition and use of EAS resources, and 3) develop transnational EAS projects and proposals. The EAC is the unit that will administer the NRCEA.

UH's proposed activities for FY2018-2021 will fulfill the purposes and meet the priorities of the NRC and FLAS programs by 1) enhancing modern East Asian languages instruction through the completion of a new online Japanese textbook and the development of a blended Chinese language curriculum in Hawaii's community colleges, 2) expanding East Asian area studies instruction through the establishment of a new professional master's program with a new graduate seminar course along with the implementation of a field study in East Asia with the UH College of Education, 3) training in-service and pre-service K-16 teachers with a focus on educators at Minority Serving Institutions (MSI) and community colleges (CC) via the implementation of teacher training workshops on topics ranging from Korean language to the Ainu of Hokkaido, Japan, 4) enhancing the library's capacity as a major national repository for EAS teaching and research materials by providing funding for acquisitions and improved access, and 5) increasing the supply of EAS specialists to meet national needs in government, military, education, and private sectors by awarding 100% of FLAS awards to highly qualified undergraduate and graduate students who study Chinese, Korean and Japanese and demonstrate financial need. In line with NRC Absolute Priority 1(1), all grant activities will promote diverse perspectives and include open dialogue sessions so that participants are provided opportunities to engage in substantive dialogue.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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**UNIVERSITY OF HAWAI‘ I, NRCEA & FLAS, FY 2018-2021
ACRONYMS LIST**

AAS	Association for Asian Studies
AATJ	American Association of Teachers of Japanese
AATK	American Association of Teachers of Korean
ACTFL	American Council on the Teaching of Foreign Languages
APCSS	Asia-Pacific Center for Security Studies
AS	Asian Studies
ASAN	Asian Studies course
ASDP	Asian Studies Development Program
ASP	Asian Studies Program
AY	Academic Year
BFSU	Beijing Foreign Studies University
C	China/Chinese Related Material
CC	Community College
CCS	Center for Chinese Studies
CI	Confucius Institute
CIBER	Center for International Business Education & Research
CITS	Center for Interpretation and Translation Studies
CJK	Chinese, Japanese and Korean
CJS	Center for Japanese Studies
CKS	Center for Korean Studies
CLFP	Chinese Language Flagship Program
CLT	Center for Language and Technology
CLTA	Chinese Language Teachers Association
CoE	College of Education
COS	Center for Okinawan Studies
CRI	China Review International (journal)
CTE	Center for Teaching Excellence
EA	East Asia
EAC	East Asia Council (Chief Administrators of NRCEA)
EALL	East Asian Languages and Literatures (Department)
EAS	East Asian Studies
EC	Executive Committee
EPIK	English Program in Korea
EWC	East-West Center
Flagship	National Security Education Program, Department of Defense
FLAS	Foreign Language and Area Studies (Fellowship)
FSIS	Faculty and Scholar Immigration Services (OIEP)
GIF	Global Interlibrary Loan Framework
GPRA	Government Performance and Results Act
GWLA	Greater Western Library Alliance
HALT	Hawai‘i Association of Language Teachers
IFLE	International and Foreign Language Education, U.S. Dept of Education

ILL	Interlibrary Loan
ILR	Interagency Language Roundtable (scale)
ISS	International Student Services (OIEP)
J	Japan/Japanese Related Material
JABSOM	John A. Burns School of Medicine, UHM
JASH	Japan-America Society of Hawai'i
JET	Japan Exchange and Teaching Programme
JSA	Japan Studies Association
K	Korea/Korean Related Material
KLFP	Korean Language Flagship Program
LCTL	Less Commonly Taught Languages
LLL	Languages, Linguistics and Literature (College)
MIX	Mānoa International Exchange (OIEP)
MSI	Minority-Serving Institution of Higher Education
NEH	National Endowment for the Humanities
NFLRC	National Foreign Language Resource Center
NGO	Non Governmental Organization
NRCEA	National Resource Center for East Asia
NRCPI	National Resource Center for Pacific Islands
NSE	National Student Exchange
NSEP	National Security Education Program
OCLC	Online Computer Library Center
OIEP	Office of International and Exchange Programs
OPI	Oral Proficiency Interview
PAAC	Pacific and Asian Affairs Council
PACOM	United States Pacific Command
PALS	Pacific-Asian Legal Studies
PIS	Pacific Islands Studies
PMF	Performance Measure Form
PRC	People's Republic of China
SAC	Study Abroad Center (OIEP)
SEED	Student Equity, Excellence and Diversity
SLS	Second Language Studies
SOA	School of Architecture
SPAS	School of Pacific and Asian Studies
STARTALK	National Security Language Initiative
TA	Teaching Assistantship (Graduate Teaching Assistantship)
TIM	Travel Industry Management
UCFP	Undergraduate Chinese Language Flagship Program
UH	University of Hawai'i
UHM	University of Hawai'i at Mānoa
WICHE	Western Interstate Commission for Higher Education

University of Hawaii, National Resource Center - East Asian Studies (NRCEA) & FLAS

The State of Hawaii and its flagship university, the University of Hawaii (UH), play key roles in America’s relationships in the Asia-Pacific region—a strategic arena in global politics, economics, environment, and climate. University President David Lassner notes: “UH leverages our location, cultural heritage, diversity and tradition with a clear commitment to stand at the forefront of scholarship in and about Asia and the Pacific. We offer unparalleled depth in education and research into languages, culture and contemporary societies. As a strong Minority Serving Institution (MSI) we draw diverse students, including from the U.S. affiliated Pacific Islands, into a unique high education environment. We build students’ skills and capacity through our own programs and international partnerships to prepare our graduates for professional careers that link our nation to China, Korea, and Japan.” East Asian Studies (EAS) in particular, has exceptional expertise and programmatic breadth. 128 East Asia (EA) faculty specialists offer more than 300 courses related to EA with enrollments topping over 7,000. Nationally recognized Centers for Chinese, Japanese, Okinawan and Korean Studies (CCS, CJS, COS, CKS, respectively) coordinate EAS resources and provide leadership on campus. An internationally-recognized National Foreign Language Resource Center (NFLRC) provides opportunities to develop and incorporate cutting-edge methods and techniques into language teaching on campus as well as nationally while collaboration among EAS and degree programs in Asian and Pacific Islands Studies (PIS) at UH offer rich opportunities to understand East Asia in the Asia-Pacific context. The thirteen projects, listed in Table 1 and described below, are being put forward to be pursued under the auspices of a comprehensive East Asia National Resource Center (NRCEA).

A. Program Planning & Budget

Table 1: Proposed Projects	Primary NRC purpose	Other NRC purpose
1. Online Textbook <i>Musubi</i> for JPN 101 to 202	a	
2. Japanese Textbook Workshop for Community College Instructors	a	
3. Blended Learning Curriculum Development of Chinese Language Courses with 2 Community Colleges	a	
4. Blended Learning Workshop with UH NFLRC	a	
5. Chinese Language K-12 Teacher Training Institutes and Summer Language Camps	a	
6. K-16 Korean Language Teacher Training Workshop	a	
7. EA Theater Production Language Training	a	b
8. Faculty Development Field Workshop on Hokkaido with the Japan Studies Association	b	d
9. Inquiry-based Field Study Course with UH College of Education	c	b,d
10. Language for Specific Purposes & Business Language Conferences—CIBER	c	a
11. New Professional Master’s in Asian International Affairs and International Relations in Asia Graduate Seminar Course	c	b,d
12. Improving Library Capacity	d	a,b,c
13. FLAS Fellowships	a,b,c,d	
<i>Key: NRC purposes from 2018 NRC CFP: (a) teaching of modern foreign languages, (b) instruction in fields needed to provide a full understanding of world regions, (c) research and training in international studies and international and foreign-language aspects of professional and other fields of study, and (d) instruction and research on world affairs.</i>		

A-1. *Quality of Activities and Relationship to Purpose of NRC*

Quality of Activities and Relationship to Purpose of the NRC program. Each of the 13 projects in this proposal mobilizes and builds on the strengths, expertise and experience of existing faculty and programs at UH in the EA field to implement innovative projects rooted in a deep knowledge of the EA region, in most cases together with partners on or off campus. Table 1 outlines the relationship between the 13 proposed projects and the 4 purposes of NRCs as outlined in the NRC announcement. It is worth highlighting that a majority of the proposed projects (#2-#10) offer teacher training, an NRC absolute priority. The language projects listed are derived from decades of research and classroom experience in teaching EA languages at dedicated language research and EA teaching units that are among the largest and most well

regarded in the country. The field study projects are grounded in deep familiarity with the sites and their sociocultural context stemming from years of interdisciplinary research and teaching on EAS subjects, as well as on a familiarity with and connections to networks of human resources in EA, and US-based partner organizations (e.g., ASDP, JSA, CoE) that are able to function as efficient and effective vehicles for the delivery, dissemination and application of new EA knowledge in K-16 curricular contexts. And as an institution with strong, well-institutionalized EA area studies and language programs and an EA library with a talented EA staff with decades of experience, UH is an excellent site for FLAS-sponsored training of experts in advanced EA area studies and languages and for the identification, acquisition, and accessing of EA library resources that are at the forefront of national EAS research and teaching needs.

1. ***Online Textbook Musubi for JPN 101 to 202.*** EALL's Japanese language section is redesigning its 1st & 2nd Yrs curriculum (JPN 101 to 202) to emphasize the application of pragmatics so that learners can interact naturally in Japanese in realistic situations. This redesign includes developing a new online textbook, *Musubi*, on the open-source Moodle learning platform with the objective of accelerating the curriculum in order to increase students' language proficiency and communication skills and assure success at the 3rd year level. The online textbook will be completed in Yr 2. We seek modest funding for project PI summer overloads.

2. ***Japanese Textbook Workshop for Community College (CC) Instructors.*** A teacher training workshop for CC Japanese language faculty on the new online textbook (*Musubi*) will be held in Yr 3. It will cover the pedagogical rationale for enhanced pragmatics, appropriate in-class teaching practices, and assessment training. We seek modest funding for summer overloads for the faculty who will plan and coordinate the workshop and for supplies in Yr 3.

3. ***Chinese Language Blended Learning Curriculum Development with Kapiolani and***

Leeward Community Colleges. UH NFLRC’s Center for Language and Technology (CLT) has been offering workshops on blended learning in the foreign language classroom with the objective of training language faculty to combine face-to-face classroom learning with online learning. NFLRC in its FY 2018-2021 grant proposal will develop with UH Chinese Language Flagship Program’s (CLFP) faculty a blended learning curriculum for its beginning/intermediate Chinese level courses. NRCEA will support the development of a blended Chinese learning curriculum for Hawaii’s Kapiolani Community College (KCC) and Leeward Community College (LCC). The UH, KCC, and LCC models will result in educational resources that will be made available to Chinese language educators nationally. We seek modest funding for summer overloads for participating CC faculty members in Yr 1.

4. **Workshop on Blended Learning Models for Language Educators.** NRCEA in partnership with the NFLRC will support a workshop on blended learning models for pre- and in-service language educators nationwide (including faculty from CCs and MSIs) with the goal of training EA language educators in blended learning strategies that enhance student engagement with online instruction without sacrificing the benefits of face-to-face instruction. We seek modest funds to pay for guest lecturers for the workshop in Yr 2.

5. **Chinese Language K-12 Teacher Training Institutes and Summer Language Camps.** CCS Associate Director C. Ning, in collaboration with the UH Confucius Institute (CI), will direct and lead annual teacher training workshop / summer camps which combine Chinese language teacher training with actual teaching of Chinese to middle and high school students. The workshops provide pre-service and in-service teachers the opportunity to observe and teach according to standards-, performance-, and task-based principles. The objective is for teachers to be able to implement this approach in their teaching. Major funding is provided by the U.S. National

Security Education Program’s (NSEP) STARTALK language education program but this does not include support for the director. We seek partial salary support for Ning to lead this project in every year of the grant cycle.

6. *Korean Language K-16 Teacher Training Workshop.* UH’s Korean Language Flagship Program (KLFP), in collaboration with NRCEA and NFLRC, will offer a professional development workshop on pedagogical innovations in the use of technology and media for educators in community schools and K-16 institutions. It will combine a mandatory online pre-workshop with an in-person workshop. We request funds in Yr 4 for salary overloads for the workshop coordinator and presenting faculty, supplies, student assistants, and lab rental fees.

7. *East Asian Theater Production Language Training.* UH’s EA theater program is recognized as the finest for the study of EA theatre performance outside Asia. This results from a program in which students receive training for credit from EA artists brought to UH to train them in their roles as actors, musicians, costumers and set designers. Training includes instruction in the native language of the performance genre. The goal is to improve student EA language proficiencies through intensive EA theatre training and to have them apply their experiences in their future careers as educators. The Asian theater performances are also major outreach activities that draw audiences of 4,000-6,000, with additional performances conducted in schools and public libraries across the state. Invited teachers and K-12 student groups, for whom special study guides, pre-show talks and back-stage tours are prepared, make up 30 to 50% of that number. UH is planning productions of Japanese *Kabuki* in Y3 and Chinese *Jingju* (Beijing Opera) in Yr 4. We seek funding to cover the costs of housing and meals for guest artist-teachers from Japan and China in Yrs 3 and 4.

8. *Faculty Development Field Workshop on Hokkaido, Japan, in collaboration with the Japan Studies Association (JSA).* In cooperation with JSA, a national organization dedicated to offering professional development opportunities to faculty of CCs and other colleges with low integration of Japanese Studies in their curricula, NRCEA in Yr 2 will offer a workshop on Japan’s strategic but understudied northernmost main island of Hokkaido. The aim is to highlight through direct site experience its distinctive historical and contemporary cultural and geopolitical context, including the implications of the presence there of a minority indigenous people known as the Ainu, followed by the incorporation of the knowledge and understanding gained into the courses that participants teach at their home institutions. We seek funds for travel expenses in Yr 1 for L. Carlile, one of the two workshop leaders, to visit the Hokkaido sites and plan the route, schedule, and activities, and in Yr 2 for a summer overload for the second workshop leader, a CC faculty member, along with the two leaders’ travel expenses during the workshop.

9. *Inquiry-based Field Study Course with UH College of Education (CoE).* NRCEA, in partnership with the CoE, will integrate EA content into the CoE curriculum by supporting the development and implementation of a summer course that examines aspects of education and culture in Japan and South Korea and targets liberal arts students, current undergraduate and graduate CoE students, and in-service teachers/educators and administrators. The first part of the course will provide participants with background on each country (language, culture, education system, etc.). Participants will then embark on one-to-two-week field study in Japan and South Korea led by CoE faculty. The field study includes on-site meetings, classroom visits, observation, inquiry, reflection, and discussion, and will culminate in participant presentations based on their interests and experiences in the course. We seek support for faculty summer course compensation and faculty travel expenses only in Yrs 1 and 2.

10. *Language for Specific Purposes and Business Language Conferences Presentations.*

Centers for International Business Education and Research (CIBERs) and the International Symposium on Language for Specific Purposes (ISLSP) sponsor a national conference every two years. NRCEA will send a UH faculty member to the conference to present his/her recent work on developing EA business language teaching materials and/or pedagogy. UH offers courses on business Chinese, and we have one of the strongest international business programs in the country. Abstracts and proceedings will be posted on-line for national reference. We seek modest travel expenses in Yrs 2 and 4.

11. *New Professional Master's in Asian International Affairs (PMAIA) and International*

Relations in Asia Graduate Seminar Course. The Asian Studies Program (ASP) is developing a new MA to meet needs in the military, government service, education, and private sector that will target the many mid-career professionals in Hawaii and elsewhere whose work requires an interdisciplinary understanding of Asian perspectives on issues of regional and global significance. ASP faculty member K. Govella will develop a EA-focused graduate seminar that will serve as a requirement for the new degree. We seek modest funding for summer overloads in Yrs 1 and 2, and course releases in Yrs 3 and 4. We anticipate the establishment of the new degree program in Yr 3 when the course will be first taught.

12. *Improving Library Capacity.* UH's Asia Collection is indispensable for EA-related teaching and research at UH and beyond. To build the Library's capacity to serve as a major, innovative national repository of EAS resources and enhance access to and management of the collection, we request funds for 1) student assistants who will digitize resources, create metadata, and add these to the UH Library website; 2) staff to travel for collection and professional

development; 3) acquisition of new EA materials; and,4) subscriptions to EA electronic databases.

13. **FLAS Fellowships.** East Asian Studies at UH attracts a large, diverse, vibrant student body. We request 12 AY FLAS Fellowships (9 graduate, 3 undergraduate) and 12 summer FLAS (9 graduate, 3 undergraduate) in each of the grant years with an even distribution among C,J, and K.

A-2. Development Plan/Timeline

Table 2: Overview Timeline				
Project	Y2	Y2	Y3	Y4
1. JPN 101-202 Online Textbook		complete		
2. JPN Textbook Workshop CCs			offer	
3. CHN Blended Learning Institute with CCs	offer	teach		
4. NFLRC Blended Learning Workshop		offer		
5. CHN K-12 Institutes and Summer Camps	offer	offer	offer	offer
6. KOR K-16 Workshop				offer
7. EA Theater Production Language Training			w/ kabuki	w/ jingu
8. Hokkaido Faculty Development Workshop	prepare	offer		
9. CoE Field Study Course	offer	offer		
10. CIBER Conference Presentations		present		present
11. PMAIA Course Development	develop	develop	teach	teach
12. Library Capacity Improvement	implement	implement	implement	implement
13. FLAS Fellowships	award	award	award	award

An overview of the timeline for the 13 projects is presented in Table 2. For space saving purposes, a concrete mapping of how project activities will meet project objectives for each project is outlined in the Performance Measure Form found in Appendix 3 (pp. 111a-114a) and a discussion of how they will contribute to a strengthened EAS program at UH has been incorporated below into the section A4 of this narrative entitled Long-Term Impact on Programs.

A-3. Costs in Light of Objectives

Requested implementation costs are detailed in the attached budget sheet and are relatively low thanks to a mobilizing of existing university resources, a leveraging of resources through collaboration with units on (EALL, NFLRC, NRCPI, KLFP, CLFP, and CoE) and off campus (UH system CCs, Japan Studies Association), and by restricting costs to those that are directly

related to carrying the projects out. Administrative costs, including those associated with hiring evaluator C. Ryan, are appropriate for the size and diversity of the projects and anticipated reporting needs. Together they allow projects’ objectives to be attained with modest budgets.

A-4. Long-Term Impact on Programs

FLAS awards will be used to establish advanced language proficiency among undergraduates and graduates who will provide EAS expertise in government service, business, and professional fields. (See Table 8, p. 19.) The language instruction projects will contribute to improved methods for teaching of EA languages and thereby increase UH’s capacity to produce advance/superior level speakers of critical EA LTCLs. Non-language projects will provide new EA courses targeted at mid-career professionals in CoE and ASP, facilitate a new and distinctive Professional Asian International Affairs MA, and deepen outreach and access to research and teaching resources relating to the understudied Hokkaido region and its indigenous minority.

B. Quality of Staff Resources

B-1. Qualifications of Faculty and Staff and Professional Development Opportunities

Qualifications. All UH EA professorial and most specialist faculty hold doctoral degrees from a top US EA program, including UC Berkeley (12), Stanford (7), Harvard (7), Columbia (4), Michigan (3), Chicago (3), Washington (3), Cornell (2), and Yale (2), as well as from top-ranked UH programs like EA theater (2) and EALL (13). A majority travel regularly to EA for research and professional meetings and use at least one EA language in their academic endeavors. They play a leading role in advancing EAS nationally and internationally, having collectively published 65 books and edited volumes, 119 chapters in books and conference proceedings, and 261 journal articles for a total of 445 publications over the past 5 years. During the same period faculty in the humanities have led the advancement of applied EAS through internationally

recognized theater and musical productions and art exhibitions, including a *xiqu* or Chinese opera production (E. Wichmann-Walczak, p.74a), a Japanese comic *kyogen* play (J. Iezzi, p. 35a), an exhibition / lecture / workshop series on neo-traditionalism in contemporary Japanese art (J. Szostak, p. 68a), and 20 works for Japanese, Korean and Chinese instruments presented in 5 major public performances (D. Womack, Music Composition, p. 75a). 19 faculty won awards for their research, 31 for teaching excellence, 4 received “Best Book,” and 7 won “Best Paper” awards. Table 3 lists foundations/institutions that have awarded research support to EAS faculty.

Table 3: List of Organizations that Awarded Research Support to UH Faculty
<p>AAS North East Asia Council, Abe Fellowship, Academy of Korean Studies, American Council of Learned Societies, American Marketing Association, American Philosophical Society, Andrew W. Mellon Foundation, Asian Cultural Council, Blakemore Foundation Fellowship, CAEP National Accreditation, Chiang Ching-kuo Foundation for International Scholarly Exchange, Daesan Foundation, Dukwon Forest Foundation, Ford Foundation, Fulbright, Guggenheim, Hawaii Community Foundation, Hawaii Council for the Humanities, Hoover Institution, Japan Foundation, Japanese Society for the Promotion of Science, Korea Foundation, Korean National Research Council, Henry Luce Foundation, John D. and Catherine T. MacArthur Foundation, National Academy of Sciences, National Disaster Preparedness Training Center, National Endowment for the Humanities, National Geographic Society, National Research Foundation of Korea, National Science Foundation, National Security Education Program, Office of Naval Research, North American Coordinating Council for Japanese Library Resources, Sainsbury Institute, Smithsonian, Social Science Research Council, Society for East Asian Anthropology, US-Japan Friendship Commission, Weatherhead Foundation, Wenner-Gren Foundation for Anthropological Research, and Woodrow Wilson Center.</p>

Professional development opportunities. UH’s area studies centers provide professional development resources to NRCEA faculty and staff. CJS and CKS have endowments of \$5 million and \$6 million, respectively. These provide every full-time J and K faculty member an annual \$1,000 research stipend. Moreover, CJS awards \$300 per year to each language instructor. CJS and CKS hold semi-annual competitions for additional funding for research and special projects. In 2017 this amounted to \$150,000 in faculty support. All CCS faculty who apply (about 10 per year) receive allocations for research at Beijing University. A \$200,000 CCS endowment annually funds 15 faculty and graduate students for travel and research while the CI helps fund faculty-run conferences (1 to 2 per year), and supports China-focused faculty and

graduate students seeking to travel to China to conduct research or engage in exchange activities. UH faculty regularly utilize the EAC’s contacts in the region to advance their research and intellectual reach. Sabbatical leave for faculty of 1 year at half pay or half a year at full pay is offered every 7 years. The UH Office of Research Services and University Research Council provide travel funds and seed money for research and instructional projects. The EWC often works with the School of Pacific and Asian Studies (SPAS) on projects, and provides approximately \$50,000 annually for Asia-Pacific related activities. The UH Study Abroad Office maintains Faculty Resident Adviser positions in Kobe and Machida (Japan) and in Shanghai (China) that serve as opportunities for faculty to teach and conduct research in in those countries.

Teaching, supervision, and advising of students. Teaching, supervision and advising of students in their areas of expertise are primary components of EA faculty job descriptions. These are supported by the work of administrative staff, some of whose jobs focus on advising EA students at the undergraduate and graduate levels. The Faculty Profiles in Appendix 1 shows percentages of faculty members’ time spent on EA instruction, research, advising, and administration. Sixty-three of the 128 UH EA faculty devote 100% of their time to EA.

B-2. Staffing and Oversight Arrangements

Table 4: East Asia Council Organizational Chart			
CCS	CJS	CKS	COS
Director: D. Yang	Director: L. Carlile (EAC Chair)	Director: S. Lee	Director: M. Ishida
Assoc. Dir.: C. Ning (CHN language)	Assoc. Dir.: G. Satsuma (EAC Outreach)	Administrative Assistants: M. Labuguen, K. Oshiro-Chun	Administrative Assistant: E. Camacho
Fellowship Coordinator: C. Allen		Fiscal Officer: M. Yamamoto	

Center staffing. The Directors of the four EA area centers comprise the NRCEA Council and are supported by staff administrators with several decades of combined experience in their positions (Table 4). While all CJK center directors and staff assist in NRCEA project

administration, direct day-to-day executive oversight for the UH NRCEA’s activities is exercised by L. Carlile (PI), C. Ning (CHN language initiative K-12), and G. Satsuma (administration and outreach). Carlile, Ning, and Satsuma all hold PhDs in EAS specializations. Ning and Satsuma have administered five NRCEA/FLAS awards. In addition, SPAS commits the services of a .50 fiscal officer for the NRCEA, and .50 of C. Allen for FLAS fellowships.

Faculty/library representation. The EAC is advised by and is responsible to the Executive Committees (EC) of the respective area centers that represent the larger membership and programs of the Centers. The ECs include elected and appointed representatives of EALL, ASP, the Library, and roughly proportionate representation among the humanities, social sciences, and professional schools. Membership in the Centers requires a continuing record of research and instruction in EA, and is reviewed every five years.

B-3. *Non-Discriminatory Practices*

All open positions in EAS are advertised, and minorities, women, persons with disabilities, and the elderly are encouraged to apply. UH complies with or exceeds all US laws on disability access, equal opportunity, and anti-age discrimination (see GEPA Section 427 Statement). Activities under this grant will strive for inclusiveness of under-represented beneficiaries. UH students and faculty, as well as the personnel associated with this project, are racially and ethnically diverse. Women comprise 54.9% of the student body (close to the national rate for public universities of 56%) and 51.9% of the faculty (exceeding the national rate of female faculty at degree-granting postsecondary institutions of 49%).

C. Impact and Evaluation

In accordance with the GPRA NRCEA has established a set of indices for measuring the impact of its activities on the university, community, region, and nation, and these indicate

significant impact. The projects in this proposal have been consciously designed to address national needs and provide for the dissemination of newly generated information to the public. Non-discriminatory practices mandated by university policy will be followed to ensure that project participation is inclusive of traditionally underrepresented groups. An evaluation plan has been established that is designed to produce comprehensive and objective numeric indices that measure program effectiveness and provide a basis for formulating program improvements. Career placement data indicate that students have found postgraduate employment in areas of national need, and in the process have contributed to improving the supply of EA specialists. Table 5 shows how UH’s NRCEA and FLAS will fulfill the GPRA Measures.

Table 5: Fulfillment of NRC and FLAS Programs GPRA Measures	
NRC GPRA Measures	Fulfillment Via
1. Priority languages taught: 2. Intermediate and advanced courses offered: 3. New intermediate or advanced courses in priority languages developed: 4. New certificate, minor or major degree programs: 5. LCTLs taught:	1. Chinese (Mandarin), Japanese, Korean 2. Chinese (Mandarin), Japanese, Korean 3. Intermediate Japanese (with online textbook), Blended Learning Intermediate Chinese (Mandarin) 4. Professional Master’s Degree in Asian Studies 5. Chinese (Mandarin), Japanese, Korean
FLAS GPRA Measures	Fulfillment Via
1. Employment within 8 years with placement of graduate FLAS fellows in positions that use their language and area studies skills: 2. FLAS MA and PhD students studying Priority Languages: 3. Increase in AY FLAS fellows’ foreign language proficiency by 1 ILR.	1. EAC will continue to run career workshops and recruit students from professional schools. Will track students to 8 years beyond degree. 2. Chinese (Mandarin), Japanese, Korean 3. NRCEA language enhancement projects geared to maximize student proficiency levels; UH will continue to support and promote overseas intensive language programs for students.

C-1. Impact Indices

The impact of the NRCEA can be summarized briefly in a number of indices which are discussed and presented in greater detail in other parts of this application. In 2016-17 a total of 3,856 students enrolled in 141 non-language courses with EA content offered in 17 academic

units and 6 professional programs while some 3,345 students enrolled in 104 CJK language or literature courses. More detailed figures for current EA enrollments can be seen in Table 6 (p. 17). While ASP and EALL had the highest number of graduates, the list includes students in a wide range of disciplines. Career placement data for the 99 bachelor’s, 34 master’s (including 5 MBAs), 16 doctoral degrees, and 2 JD law degrees awarded to students whose coursework and theses/dissertations focused on EA is detailed in Table 7 (p. 18). It shows that significant numbers of graduates entered the education and government sectors.

C-2. *Generation and Dissemination of Information to the Public*

In addition to building a cadre of experts through traditional academic programs, NRCEA’s outreach programs have a far-reaching national and local impact. These are summarized in Tables 22a, b, c—Outreach Highlights, pp. 44, 46, and 47.

C-3. *Equal Access and Treatment*

All NRCEA projects in this application fall under UH’s non-discrimination and affirmative action policies. UH, which the 2018 *U.S. News & World Report Best Colleges* ranked 6th place in Best Ethnic Diversity among national universities, maintains two committees—the Commission on Inclusion and Diversity and Commission on Disability Access—to promote a welcoming climate for diverse populations on campus and responsiveness to the needs of those with disabilities. The Office of Student Equity, Excellence and Diversity (SEED) administers 17 different programs for recruiting and supporting students from groups underrepresented in higher education, including Native Hawaiians, underserved communities (African Americans, Hispanic Americans, and recent immigrant groups such as Vietnamese, Laotian, and Samoan), students transitioning from welfare to work, students with disabilities, veterans, adults returning to education, and lesbian, gay, bisexual, transgender and intersex students. A SEED program called

Kokua (“Cooperate”) assistive services to students with disabilities. Accommodations will be made to make projects accessible to all interested and eligible parties, including scheduling workshops and other activities at wheel-chair accessible locations. As declared in the attached GEPA Section 427 statement, non-traditional and under-represented participants will be systematically recruited during the implementation of NRCEA activities.

C-4. *Evaluation Plan*

A set of quantifiable performance measures oriented to NRC priorities and NRC project-specific goals, detailed in Appendix 3 PMF (pp. 111a-114a), has been established to measure the impacts of the activities. NRCEA has been working with UH Assessment Specialist Yao Hill on proposed projects, and will engage C. Ryan (p. 64a), Assessment Specialist at Chaminade University, as an evaluator for the NRCEA grant. She will serve as a technical consultant to assist faculty with development of evaluation instruments such as questionnaires as well as data analysis. The evaluator will compile data annually and present it in a comprehensive report for NRCEA and for the IFLE Program Officer. Faculty in charge of NRCEA projects will be required to implement an evaluation of their activities and make necessary adjustments as they move forward with their respective projects. The evaluation of the FLAS program will be continuous and will involve tracking student performance and placements. See C-7 (pp. 19-20). Outside of the NRCEA framework, evaluations of EAS at UH occurs at several levels. Notably, SPAS underwent an external evaluation in 2015 and is currently writing a 3-year progress report. The evaluation team recognized SPAS’ central role in the University’s strategic vision “to celebrate its unique and distinctive location in the pursuit of excellence in Pacific and Asian Studies” and made several specific suggestions on curriculum expansion and raising the School’s visibility which the school has subsequently acted on. The review team suggested creating

curricular intersections between the ASP and Pacific Islands Studies’ (PIS) degree programs, and to establish a SPAS monograph series. ASP and PIS faculty met to consider a new course framework and with financial support from the current NRCEA and NRCPI grants, a new undergraduate course has been developed and taught in Spring 2018 that will provide the foundation for a new undergraduate certificate in Asia-Pacific Studies. As for the latter, a monograph series entitled *Asia Pacific Flows* has been established with the UH Press; its first monograph, *Coral and Concrete: Remembering Kwajalein Atoll between Japan, America, and the Marshall Islands* by Greg Dvorak will be published in November 2018. A number of manuscripts are currently under review for the new series.

At the area studies center level, reviews are conducted through reports at Executive Committee meetings and annual plenary sessions. This on-going method of self-reporting and evaluation benefits the Centers by providing Center Directors with immediate feedback on short-term, medium-range, and long-term goals/planning. Individual projects, such as summer institutes and conferences, all have questionnaires that are reviewed for suggestions and deficiencies to be addressed in the next project implementation. Recently, the 2018 K-12 Korean Language Workshop evaluations called for more sessions on technology in the classroom. It was then decided that the current NRCEA grant would place more emphasis on this topic in its promotion of blended learning strategies for the Korean language classroom.

C-5. Enrollments and Placement

As Table 6 (p. 17) shows that over 600 undergraduate and graduate students across campus currently focus on EAS. As shown in Table 7 (p. 18), NRCEA graduates are teaching in a variety of fields, including, notably, at universities in the U.S. and abroad and in K-12 school systems. They also serve in the U.S. military and work in U.S. government agencies. Many BAs

enter graduate programs or the private sector. Over 40% of our master’s graduates go on to PhD or other graduate programs. The 12 PhD graduates who found academic positions did so at the following institutions: Brown, Princeton, Truman State, U. of Florida, UH, Wake Forest, UH-West Oahu, Case Western Reserve, UC San Marcos, CSU-East Bay, Kapiolani Community College, and Kyoto University of Foreign Studies.

Table 6: Current Undergraduate Majors and Department Concentrations of EA Graduate Students									
BA Asian Studies (EA focus) majors: 27 (China 3; Japan 15; Korea 9)									
BA EALL majors: 297 (Japanese 138; Chinese 49; Korean 110)									
BEd (Secondary Education): Chinese 2; Japanese 6									
Total BA & BEd majors focusing on EA: 332									
Department or School	China		Japan		Korea		EA		Total
	MA	PhD	MA	PhD	MA	PhD	MA	PhD	
American Studies	0	3	0	1	0	1	0	0	5
Anthropology	0	1	3	4	0	1	0	0	9
Art & Art History	1	0	1	0	0	0	0	0	2
Asian Studies	7	0	2	0	2	0	0	0	11
Communications	1	1	0	0	1	0	2	1	6
EALL	1	15	10	18	13	24	0	0	81
Economics	2	4	1	1	0	0	0	0	8
Education	0	1	0	1	0	1	0	0	3
Geography	0	4	0	4	0	0	0	0	8
History	2	5	3	3	0	1	0	0	14
Linguistics	0	1	2	1	0	2	2	2	10
Music	1	5	2	4	1	3	0	0	16
Philosophy	4	5	2	3	0	0	0	0	14
Political Science	4	4	0	2	0	2	0	1	13
Religion	0	0	2	0	1	0	0	0	3
Second Language Studies	1	2	5	1	0	0	2	1	12
Sociology	0	5	0	5	1	3	0	2	16
Theatre/Dance	0	7	0	3	0	0	5	0	15
Urban & Regional Planning	1	0	0	1	0	0	0	0	2
School of Architecture	0	0	0	2	0	0	0	0	2
College of Business Administration	2	0	7	0	0	0	0	0	9
School of Law	7	0	9	0	2	0	5	1	24
Library Sciences Program	0	0	0	0	0	0	1	0	1
Total Graduate Students	34	63	49	54	21	38	17	8	284

C-6. *Contribution to Improved Supply of Specialists*

UH is one of the leading universities in the U.S. DoE’s list of institutions for training teachers and professionals in LCTLs. It is the only university in the country with two EA Language Flagship Programs. Its Korean Language Program produces Korean Language PhDs who teach

Table 7: Career Placements for 2016-2017						
Sector	Bachelor's			Master's	Doctorate's	JD (Law)
	Major	Minor	Certificate			
Elementary/Secondary Education	6	1	0	2	0	0
Federal Government	3	1	0	1	0	0
Foreign Government	2	0	0	1	1	0
Graduate Study	9	4	0	15	0	0
College/University	1	1	0	2	12	0
International Organization (in U.S.)	2	0	0	0	0	0
International Organization (outside U.S.)	5	1	0	0	0	0
Private Sector for Non-Profit	21	6	2	9	1	2
Private Sector for Non-Profit	2	1	0	1	0	0
State/Local Government	2	0	0	0	0	0
Unemployed	4	2	0	1	0	0
Unknown	41	12	0	1	2	0
US Military	1	0	0	1	0	0
Total	99	29	2	34	16	2

nation-wide at the college/university level. In addition, UH continues to be a leader in training future educators in Japanese, Chinese, International Business (with specific programs focused on Japan and China), EA Law, EA theatre, EA history, EA sociology, and EA anthropology. Deserving of special note is UH’s national impact on the Korean language teaching. Currently some 43 UH graduates or ABDs in Korean language, linguistics, literature, and Second Language Studies (SLS) are employed as full-time faculty at university-level Korean programs across the U.S. Nearly 90% of Korean language programs nationwide use the *Integrated Korean* (Korean Language Education and Research Center/KLEAR) textbooks authored by a team of Korean language faculty members. UH faculty play leadership roles in KLEAR. Graduates of the KLFP’s MA Korean for Professionals program entered careers in the U.S. government, nongovernmental organizations (NGOs), and global businesses. Federal government agencies represented include NASA, National Defense University, Department of Commerce, Department of State, Department of Defense, and the Embassy in Seoul. Also of high national impact is the UH-NFLRC’s dissemination in hard copy and online of UH-produced monographs on EA

language teaching like *Pragmatics & Interaction: Vol. 4 Interactional Competence in Japanese as an Additional Language* (2017) and *Korean for Professionals*, Vol. 1 (2011) and Vol. 2 (2015). As is evident in the data in Table 6 (p. 17), UH is set to produce a steady stream of EA expertise as its undergraduate (332) and graduate students with EA concentrations (284) complete their programs. As noted, UH is in the process of developing an undergraduate certificate in Asian & Pacific Islands Studies that will train students to address America’s growing role in the region.

C-7. Fellowships Awards Address National Needs

In the 2010-14 grant and current 2014-2018 grant cycles UH awarded EA FLAS fellowships to applicants who indicated career goals shown in Table 8.

Table 8: FLAS Recipients & Their Career/Education Goals								
2010-14 FLAS Recipients	Higher	2 nd Ed	Fed Gov	PhD	Private	Intl Org	State Gov	Military
Bachelor’s Candidates	2	3	3	6	7	3	2	0
Master’s Candidates	10	0	12	22	5	4	0	2
PhD Candidates	21	0	0	0	0	0	0	0
2014-18 FLAS Recipients								
Bachelor’s Candidates	6	3	20	0	8	5	3	3
Master’s	12	1	10	9	3	2	1	0
PhD	13	0	1	0	1	1	0	0

All EA FLAS recipients studied one of the priority languages on the U.S. DoE’s LCTL list.

Placement information for the recipients of 2010-2014 FLAS is in Table 9.

Table 9: Career Placements 2010-14 FLAS Recipients			
Higher Education	11	State Government	2
Secondary Education	5	Federal Government	3
Graduate Study Program	16	US Military	2
Enrolled, same program	11	International Organization	3
Private Non-Profit	6	Unknown	5
Private For-Profit	24		
UH awarded 102 FLAS awards for the 2010-2014 grant cycle. 14 students received multiple awards (usually AY and Summer FLAS), thus there are 88 career placements in this table.			

The data demonstrates that UH FLAS recipients are addressing national needs by taking jobs in higher education or entering PhD programs, by starting careers in the professional arenas (e.g., 3

professional translators/interpreters, software engineer, China relations consultant for law firm), working for non-profit organizations (as program coordinator/policy coordinator at Pacific Asian Affairs Council and Korea Society), and by entering government service (staff member for Hawaii State Legislature, Army Foreign Area Officer, Korean Language Analyst for Dept. of Defense, Korean Military Intelligence Officer). EAC actively engages with the professional schools to encourage the development of highly qualified EA specialists, and sponsors workshops on careers in government. We will continue to track FLAS awardees to 8 years beyond their degrees an assess impacts in areas of national need.

D. Commitment to Subject Area

UH currently expends **\$22,559,444** annually in funding (state general and tuition funds) for East Asian Studies (EAS). This is supplemented by **\$560,000** in expendable income from over \$11 million in endowments for CCS, CJS, CKS, and COS. The combined investment of approximately **\$23.1 million** annually in EA expertise at UH is solid, long-term, and growing.

Table 10: UH Fiscal Allocation to EAC, 2017-18					
	China	Japan	Korea	Okinawa	Total
FTE	2.4	3	4	1.5	10.9
Personnel Allocation	\$186,636	\$198,382	\$280,072	\$36,275	\$701,365
Operating Allocation	\$63,256	\$13,200	\$12,300	\$8,800	\$97,556
Total	\$249,892	\$211,582	\$292,372	\$45,075	\$798,921

Operational Support. UH provides **\$798,921** in direct operational support for the four Centers that comprise the EAC (Table 10). Located in the School of Pacific and Asian Studies (SPAS), the Centers are supported administratively by the Dean, the Chair of the Asian Studies Program, a Fellowships Coordinator, an Undergraduate Advisor, 2 Fiscal Officers, a Special Projects Coordinator, and 2 Secretaries. They devote from 10 to 75% of their time to EAS activities. Their combined salaries total approximately **\$609,384**. UH also provides facilities for the 3 Centers on 3 floors in Moore Hall while CKS is housed in its own building.

Teaching staff support. Of the 128 EA faculty listed in Appendix 1, 115 are instructional faculty whose annual salaries total **\$12,435,600**. The Center for Language Technology (CLT) supports the use and integration of technology into foreign language instruction and research. Its personnel expenses faculty and staff (12 FTE) total **\$720,000** annually. The Center for Teaching Excellence (CTE) provides a variety of teaching support and training services campus wide that EA faculty can utilize.

Library resources support. The general fund allocation for EA library materials is \$235,247 (Table 12, p. 26). Library personnel allocations from general funds total \$1,000,000 for 19.6 FTE (Table 13, p. 26). Institutional support for the library totals **\$1,235,247**.

Support for linkages with institutions abroad. UH maintains an Office of International and Exchange Programs (OIEP) to oversee international education programs and services campus wide. OIEP is comprised of the following units: Faculty and Scholar Immigration Services (FSIS), International Student Services (ISS), Manoa International Exchange (MIX), and the Study Abroad Center (SAC). The majority of OIEP activity focuses on EA: FSIS (70%), ISS (50%), MIX (79%), SAC (28%). The SAC runs 2 year/semester programs in Japan, 1 year/semester program in China, summer programs in China and Japan, and an independent study option for EAS students who design their own study abroad plans. See Section *H-4 Research and Study Abroad* (pp. 41-43) for a listing of study abroad and exchanges in EA. OIEP personnel allocations total **\$1,341,480** (19.0 FTE). UH waives tuition for all international students on official exchange programs (**\$3,718,152** for partner universities in EA in 2016-17). Moreover, every EA center has its own links, some quite extensive, with universities in East Asia. CCS coordinates an exchange for UH faculty and PhD students with Beijing University. UH Korean Language Flagship Program partners with Korea University to send its students (10

to 15) to one-year language training and internship. CJS/UH is a member of a consortium of universities for the Inter-University Center for Japanese Language Studies in Yokohama.

Outreach support. The centrality of Asia and the Pacific is evident in the University’s commitment to providing a wide range of outreach opportunities. A partial list includes frequent public symposia, seminars, workshops and conferences on EA offered by the EA centers and individual departments across campus; CLT/NFLRC language teacher training workshops; symposia and performances of EA theater, and a biennial Asia Pacific Dance Festival. EAC staff devote 20-80% of their time to outreach. In addition, SPAS and other units across campus cooperate to fund major projects like the 2017’s Japanese *kyogen* production and 2018’s *Xiqu* (Chinese opera) which were attended by thousands. SPAS regularly collaborates with non-UH partners like the EWC’s Asian Studies Development Program (ASDP), the Pacific-Asian Affairs Council (PAAC), the Asia-Pacific Center for Security Studies (APCSS), and the Pacific Forum on joint projects and workshops. The University directs at least **\$250,000** (includes \$126,000 UH Chancellor’s Fund for Asian Theater) annually to EA outreach activities, not counting the salaries of EA faculty, who regularly contribute time and expertise to outreach.

Support for students. UH adjusts tuition rates to allow selected students from Western Interstate Commission for Higher Education (WICHE) partner states (15) and territories (1) to pay 150% of resident tuition for undergraduates, and resident tuition for graduate students. In 2017-18, 1,908 out-of-state undergraduates attended UH using the WICHE program. At the graduate level, the WICHE program applies in fields where UH has unique strengths. Most address Asia: e.g., Asian and Comparative Philosophy, Asian Theatre, Asian Studies, and East Asian Languages and Literatures. Total funding available for AY 2018-19 is \$11 million.

UH-specific scholarships are applied to online. SPAS provided **\$21,600** in tuition scholarships to EA-focused undergraduates. In 2017, UH fully funded 25% of its graduate students through scholarships, lectureships, and Teaching Assistantships (TAships). EAS graduate students can also compete for departmental assistantships and apply for EWC fellowships while undergraduate students can apply for UH Regents, Chancellor, Manoa Excellence, and Presidential Scholarships. EALL awards 25 Graduate TAships annually and Asian Studies, 2. These 27 TAships alone are worth **\$1,236,060**. Other departments (e.g., Anthropology, History, Sociology, Linguistics) also award TAships to EA students. Tuition awards in the amounts of **\$81,000** and **\$112,000** were given to EA graduate students by ASP and EALL, respectively, in AY 2017-18, while approximately \$300,000 in endowed and donated funds were awarded to EAS graduate students as scholarships, research travel fellowships, and conference travel stipends. UH also covers the difference in tuition when UH tuition exceeds FLAS institutional support (\$18,000); it will continue to do so if awarded FLAS for FY 2018-21.

E. Strength of Library

UH maintains one of the nation’s premier EA library collections within its Asia Collection.

E-1a. Holdings and Acquisition Program

Table 11: EA Language Holdings				
	Chinese	Japanese	Korean	Total
Monographs (Total Volumes)	172,297	142,669	78,554	393,520
E-Books (Titles)	946	922	5141	7009
Current Periodicals (Titles)	1,000	891	427	2,318
Current Newspapers (Titles)	9	9	2	20
Microforms (Microfilm & Microfiche)	12,409	15,241	668	28,318
DVD	607	1,032	668	2307
Computer File (No. of Titles)	254	543	311	1,108
Computer File (No. of CD ROMs)	960	2,219	n/a	3,179
Electronic (Indexes, Reference Tools Full-Text Databases & Periodicals)	15	6	4	25

Holdings. As detailed in Table 11 (p. 23), the UH library holds 400,529 EA language monographs (includes 7,009 e-book titles). The library holds another 318,783 EA volumes in non-CJK languages. Additional EA resources are held in the Art Department’s Slide Library, the UH School of Law Library, the Library’s Archives & Manuscripts, Hawaiian and Pacific Collection, the Government Documents & Maps, and Sinclair Library (including its Wong AV Center). Library patrons have access to 3.3 million print-volumes, more than 304 electronic databases, and 60,200 electronic journals.

The **China Collection** focuses on humanities and social sciences, and is strong in collectanea sets (*congshu*) that cover 17-19th c. It holds over 1,000 reels of microfilm from the Union Research Institute (Hong Kong) collection of People’s Republic of China (PRC) newspapers for the period 1946-66, one of only 5 such collections in the U.S. The China Collection is also notable for its holdings on Southeast China, Republican-period government gazetteers, materials on Taiwan’s history in the Qing era, and presidential papers of the Republic of China. Its collection of Taiwan government publications during the early period of the Jiang Jieshi regime is considered one of the best outside Taiwan.

The **Japan Collection** focuses on the humanities, social sciences, and performing arts, and is distinguished by several special collections. The Toshiyuki Kajiyama Collection’s colonial Korea and Japanese diaspora resources complement the Library’s Hawaiian & Pacific Collection and the Korea Collection. The Koji Takazawa Collection of over 75,000 primary resources is regarded as the largest collection on Japanese social movements in the 1960s. The Stanley Kaizawa Collection is composed of censored kabuki play scripts, photos of the GHQ Civil Censorship Detachment activities during the Occupation of Japan, and Kaizawa’s personal accounts of the post-WWII occupation. Efforts are underway to enhance the resources on Japan’s

indigenous Ainu population and the Japan Studies Librarian on a recent trip established resource-sharing agreements with major institutions in Hokkaido. These resources will be used in the NRC-proposed faculty workshop on Hokkaido.

The **Okinawa Collection** is the most comprehensive outside of Japan and has a dedicated full-time librarian (also the only one outside Japan). The Okinawa/Ryukyu holdings are anchored by the renowned Sakamaki-Hawley Collection of over 5,000 items, most consisting of Ryukyu Era source materials. In partnership with the University of the Ryukyus, over 150 items from the collection were digitized and made available online. In addition, the Okinawan Collection maintains archives of Okinawan newspapers and their online and DVD databases, U.S. Civil Administration of the Ryukyus (USCAR) documents, a growing Hawaii Karate Museum Collection (over 700 items), and resources focusing on the humanities, social sciences and performing arts. The Collection recently purchased the papers of James T. Watkins IV, an important resource on post-WWII Okinawa.

The **Korea Collection** is one of the top ten such academic collections in North America. It is strong in the areas of language, literature, history, social sciences, and the arts. The Korea Collection, in support of the country’s leading Korean language program, purchases Korean language textbooks, pedagogy resources, study-aids, and other Korean language and linguistics resources. The Collection was a founding member of the Korean Collections Consortium of North America (KCCNA). It regularly receives grants from the Korea Foundation. UH’s Korea Collection maintains the largest Cheju Island collection outside of Korea, including resources on the endangered Cheju dialect which is a subject of study among UH faculty. The Collection provides access to online full-text databases from Korea. Special holdings include America’s largest microfilm of the Kyujanggak Collection (Choson Dynasty royal collections) and

microfilms from the Imanishi Collection of Korean historical sources owned by Tenri Central Library. CKS regularly supports visiting researchers to use these holdings.

E-1a. continued *Institutional support*

Table 12: Library Acquisitions, 2017					
	China	Japan & Okinawa	Korea	50% Gen Asia	Total
Monographs	\$25,947	\$34,872	\$20,000	\$3,581	\$84,400
Serials	\$21,000	\$20,785	\$10,000	\$14,688	\$66,473
Sub-Total	\$46,947	\$55,657	\$30,000	\$18,269	\$150,873
Other Sources	\$28,284	\$24,090	\$32,000	\$0	\$84,374
Total	\$75,231	\$79,747	\$62,000	\$18,269	\$235,247

Institutional support. The EA acquisitions budget for 2017 totaled \$235,247 (excluding NRC funds) (Table 12). The category of “Other Sources” represents

income from library endowments and external grants. In addition, the library received in-kind donations of EA materials (books, collections, multi-media resources) worth over \$150,000 from 2014-2017. Some of the most valuable come from organizations in EA like Kasumi Kaikan, Okinawa Prefectural Museum, National Library of China, Seoul National University, and Korean Film Archive. The EA specialist full-time librarians (Dongyun Ni, Tokiko Bazzell, Sachiko Iwabuchi, and Jude Yang) are all experienced professionals who are supported by full-time cataloguers, administrative staff, and student assistants. The UH Law School Library also employs a full-time librarian who is a Japan specialist. Altogether the salaries of the library personnel listed in Table 13 total \$1,000,000 for 19.6 FTE.

Table 13: EA Library Personnel by FTE 2017			
	Librarians & Cataloguers	Clerical/students	Total
China	2	0.25	2.25
Japan	3	8.6	11.6
Okinawa	1	0	1
Korea	2	0.25	2.25
Western Languages	0.25	0	0.25
Administration	0.25	2	2.25
Total	8.5	11.1	19.6

E-1b. Access to Other Institutions’ Holdings
UH is a member of Online Computer Library Center (OCLC), the largest international

library consortium, and the Greater Western Library Alliance (GWLA), consisting of 37 research

libraries in North America. The memberships provide enhanced and timely access to materials unavailable in the UH Libraries via interlibrary loan (ILL) and document delivery services. In addition, each librarian has established close relations with other institutions in their respective regions, which facilitates access to outside collections for campus researchers.

Accessibility of UH EA collection to outside users. The library provides online discovery tools for those interested in the collections. Each of the EA collections maintains its own website and library guides with enhanced information and resources on East Asia. Library books and journal articles are available through ILL and document delivery service. During the 2016-2017 fiscal year, EA interlibrary loans accounted for 673 titles, or a major portion of the overall interlibrary loans. The library has an open door policy allowing anyone to access the library’s resources onsite. Borrowing privileges are available without charge to UH faculty, staff, students, and official visiting scholars, and to others for a nominal fee. Digitization projects and publications of EA’s unique materials have been increasing outside users’ access to the collections. In addition, EA librarians actively engage in local, national, and international outreach activities (invited lectures, workshops, conferences) that increase awareness of the library’s resources and visitors to UH’s library both in person and online.

F. Quality of Non-Language Instructional Program

F-1. Quality and Extent

Extent. UH maintains extensive EAS curricular offerings at both the undergraduate and graduate levels. 204 non-language courses with 25-100% EA content were taught at least once during a recent 3 year period. In the 2016-17 academic year, 141 such courses were offered, in 17 academic units and 6 professional programs/schools with a total enrollment of 3,856 (Table

14, below). Course titles, instructors, EA content percentages, and enrollments are listed in Appendix 2.

Table 14: 2016-2017 Non-Language Course Offerings								
Level:	100	200	300	400	500	600	700/800	Total
American Studies	0	0	1	1	0	0	0	2
Anthropology	0	0	0	4	0	0	0	4
Art	0	0	2	2	0	0	1	5
Asian Studies	0	1	10	7	0	6	2	26
Dance	0	0	3	3	0	0	0	6
EALL (in translation)	0	3	11	1	0	2	3	20
Economics	0	0	1	0	0	0	0	1
Ethnic Studies	0	0	2	0	0	0	0	2
History	0	0	3	9	0	2	0	14
Kinesiology & Leisure Sciences	3	0	0	0	0	0	0	3
Music	1	0	4	2	0	0	0	7
Philosophy	0	0	3	1	0	0	1	5
Political Sci.	0	0	5	0	0	1	0	6
Religion	1	2	2	1	0	2	0	8
Sociology	0	0	3	0	0	0	1	4
Theatre	0	0	0	3	0	1	1	5
Women's Studies	0	0	2	0	0	0	0	2
Architecture	0	2	0	0	0	0	1	3
College of Bus.	0	0	3	1	0	1	0	5
College of Ed.	0	0	1	0	0	2	0	3
Center for Interpretation & Translation	0	0	0	7	0	0	0	7
School of Law	0	0	0	0	2	0	0	2
Urban & Regional Planning	0	0	0	0	0	1	0	1
Total	5	8	56	42	2	18	10	141
Note: 8 of the courses are cross-listed; the net total is 137.								

Availability in professional schools. In addition to the 5 courses on EA business subjects and a BBA degree in International Business that provides considerable exposure to EA content, the Shidler College of Business offers Japan-Track and China-Track Global MBA Programs. The School of Law focuses on Asia through its Pacific-Asian Legal Studies (PALS) program. It offers 6 courses related to EA law (2 taught in 2016-17) and with the ASP offers a dual JD/AS master’s degree program. CoE offers seminars in comparative education and cultural diversity, both with substantial EA content. The School of Architecture (SOA) offers a doctoral program

that includes modern EA architectural courses with study trips to EA countries, and has established DArch degree Global Track (China) program. CITS offers up to 7 courses per academic year and a summer certificate program every other year, both of which also incorporate substantial EA content. The EAC has supported EA course development in professional schools and has sought to ensure that these courses are open to non-majors and, where feasible, integrated with programs in the Arts and Sciences.

F-2. Interdisciplinary Courses

The Asian Studies Program (ASP) constitutes the primary site for systematic interdisciplinary study of EA. In addition to its area studies course offerings that are by nature interdisciplinary, the program requires that majors and minors take courses in disciplines taught in other academic units along with extended study of one or more Asian language. Appendix 2 lists 39 undergraduate and graduate AS courses with at least 25% or more EA content. In recent years, new ASP courses have complemented interdisciplinary curriculum development as in the Okinawan Studies field where ASAN 3200 which contributes to a growing nexus of courses on Okinawa—ANTH 487 Okinawa and Its Diaspora, HIST 423 Okinawa, and JPN 471 & 472 Okinawan Language and Culture I & II. For graduate students, ASAN 600 “Scope and Methods of Asian Studies” series introduces interdisciplinary area studies methods while the EAC-developed ASAN 651 “East Asia Now” is an MA capstone course. Both courses draw students from other departments across campus. Beyond ASP, American Studies, Ethnic Studies, Geography, Women’s Studies, and other units regularly offer interdisciplinary courses with EA content. Multiple cross-listings of courses attest to the interdisciplinary foci in departments outside ASP.

F-3. Staff Sufficiency and Pedagogy Training

Sufficiency of faculty. UH has 94 non-language EA specialists distributed across 33 academic units. See Appendix 1B Faculty List by Center/Department (pp. 8a-13a) and Appendix 1D Faculty Profiles (Alphabetical Order) (p.18a on). Several departments, including Anthropology, ASP, History, Sociology, Economics, and Law have specialists for each major EA country. 22 EALL faculty teach non-language area courses (e.g. “Korean Literature”) in addition to language courses.

Pedagogy training. UH offers several kinds of TA training. The Center for Teaching Excellence (CTE) offers a mandatory 3-day workshop for new TAs on topics such as teaching in a multicultural environment, assessing student work, and encouraging active learning. CTE runs a special session for international TAs. It also offers regular workshops and mid-semester evaluation services. Many departments provide additional training. In EALL, Chinese, Japanese and Korean TAs must take the appropriate teaching practicum (CHN 645, JPN 620 or KOR 655) before teaching their first class. Graduate courses in the Second Language Studies (SLS) Department complement these. Throughout the academic year, the UH NFLRC offers presentations on aspects of language pedagogy, as well as larger scale symposia and conferences such as “Pragmatics in Project-Based Language Learning Initiative” (2018).

F-4. Depth and Specialization

Appendix 2 Course List (p.84a on) demonstrates that UH has special depth in the EA humanities, with EA-focused courses in History (29 courses over three years), EALL (23), Religion (10), Philosophy (9), and the arts (Music 9, Theatre 7, Dance 6, Art 9). THEA courses that use native experts to train students in Japanese *noh*, *kyōgen* and *kabuki* and Chinese *jingju* (Peking Opera) are unmatched in the country. In the social sciences, UH has solid coverage in Anthropology (7), Political Science (8), and Sociology (6). UH seeds tenure-track positions through the CKS-Korea

Foundation Rotating Chair in Korean Studies designed to promote continual strengthening of Korean Studies at UH. Prof. Harrison Kim became its second Chair in History in Fall 2017.

G. Quality of Language Instructional Program

G-1. Extent and Enrollment

UH’s EALL is unparalleled in its breadth, depth, and diversity, nationally and internationally. It has one of the largest and most comprehensive Japanese programs in the nation; it has the only Korean Language Flagship Program (KLFP) in the country; and, in 2014 it established a Chinese Language Flagship Program (CLFP), currently 1 of 12 in the nation. EALL offers over 100 language courses a year. Four years of comprehensive instruction in the 5 skills—listening, speaking, reading, writing, and culture—are offered in 3 EA languages: Mandarin Chinese, Japanese, and Korean. The Korean and Chinese Flagship BA Programs provide rigorous instruction and tutoring. During the capstone year, Flagship BA students combine one-year overseas study with internship programs in Korea and China, respectively. The goal for all Flagship graduates is to attain professional-level language proficiency (ILR 3/ACTFL Superior).

Table 15: Course Enrollment by Lang. and Type: 2016-2017			
	Japanese	Mandarin	Korean
Basic (Y 1,2)	1,069	225	359
Advanced (Y 3,4)	751	234	544
Grad level	58	39	66
TOTAL by Lang.	1878	498	969
TOTAL language course enrollment, overall: 3,345			

Enrollment in EALL language courses totaled 3,345 in 2016-2017, as indicated in Table 15. To accommodate the demand for EALL courses (about

3,300 students are enrolled per year), most of the lower-division courses offer multiple sections. Beginning Japanese (101 and 102) averages 16 sections per semester. Beginning Chinese and Korean offer 5 and 7 sections, respectively. Core courses meet for 4 hours per week. Students work with computer-based materials or lessons on the Web in a multimedia student laboratory or at home. Classes are limited to 20 students, and several target the special-purposes learner: CHN

offers intermediate and 3rd-year level business language courses; JPN offers a two-semester sequence on professional communications at the 3rd-year level; KOR offers specialized courses for career professionals (academia, political science, business, law) at the 4th-year level; and all three use film and television dramas to teach oral skills. Directed study is offered as needed at the undergraduate and graduate levels for variable credit. EALL offers intensive summer instruction in all 3 languages. Also, SAC and MIX offer CJK summer language programs at partner universities in EA.

G-2. Third Year + Training

General language. EALL’s Chinese, Japanese, and Korean divisions offer 4 years of instruction in a standard, graduated program. Graduate seminars are offered in CJK as are master’s and doctoral degrees in all three languages. Courses offered in 2016-17 are summarized in Table 16; details can be found in Appendix 2.

Table 16: Language/Literature Courses, 2016-17							
	100	200	300	400	600	700	Total
Chinese	2	3	4	13	4	1	27
Japanese	3	5	8	15	7	1	39
Korean	2	3	7	17	8	1	38
Total	7	11	19	45	19	3	104

Other disciplines. A number of EALL courses target disciplinary content, e.g., JPN 407D Readings in Humanities, KOR 485K Korean for Career Professionals: Other

(covers history, religion, language and literature), and KOR 486K Korean for Academic Purposes: Other (covers politics and government, economics, family & gender, science & technology, and arts including performing arts). The department also offers business Chinese. GEOG 353 Geography of China will be taught in Chinese in Fall 2018. EALL faculty regularly tutor students in discipline-based directed readings. At the graduate level, UHM faculty incorporate readings in the target EA languages. The Law School offers “Readings in Chinese Law” (LWPA575C, S 2017) for which NRCEA-supported the development of a textbook, *China*

Law Reader, published in 2013. In History, Prof. Mark McNally reads and translates Japanese resources with his students in HIST 665C Early Modern Japanese History. In Theatre and Dance, when UH is preparing for a theatrical production of Beijing Opera, *noh*, *kyōgen*, or Kabuki, artists from the country provide acting and music seminars in the target languages.

G-3. *Number of Faculty and Pedagogical Training*

Sufficiency. The size of the instructional cohort in EALL is striking: 69 language specialists teach in EALL. A full-time undergraduate adviser assists all EA majors, minors, and certificate students in selecting their classes and coordinates placement exams and transfers of credit. The KLFP employs a full-time coordinator to handle applications, advising, course offerings, overseas study, and other related activities. See Table 17. EALL is hiring two new faculty members in Fall 2018: a Japanese language instructor (Masaru Mito) and a Korean linguist (Han-Byul Chung). EALL will also conduct a search for a tenure-track Japanese language pedagogy specialist in the upcoming year.

Table 17: CJK Language Faculty Spring 2018					
	Professors	Instructors	Lecturer	GA	Total
Chinese	8	2	0	4	14
Japanese	8	9	4	13	34
Korean	5	1	6	9	21
East Asia	0	0		0	0
Total	21	12	10	26	69

The efforts of these language unit-based staff are supplemented by other strategically placed language scholars: C. Ning, in the Center for

Chinese Studies and Co-Director of the Confucius Institute (CI), is a nationally known Chinese textbook author and pedagogue, while widely-published assessment specialist K. Kondo-Brown serves as Associate Dean for the College of Languages, Linguistics and Literature (LLL).

Additionally, Gabriele Kasper, an internationally-recognized language pedagogy specialist in SLS is a Collaborating Faculty Member in EALL, and devotes 70% of her time to EA research/advising. The majority of her graduate students work on EA-related topics including

Cantonese, Japanese, Korean, Mandarin Chinese, and Taiwanese language. Many other SLS and Linguistics faculty members serve regularly as mentors and thesis committee members to EAS students.

Pedagogical training. Approximately 80% of all EALL faculty have attended performance-based instructional and assessment workshops in the past five years. In April of 2018 the Korean Language Flagship Program (KLFP) offered a professional development workshop for UH faculty and faculty teaching in the community colleges on Integrated Performance Assessment (IPA) by Sahie Kang, Professor Emeritus at the Defense Language Institute Foreign Language Center and a noted specialist in Korean language assessment. The Chinese section runs weekly meetings during the academic year on performance-based instruction for CHN 101 through 202, and it established a group website on IPA for advanced Chinese proficiency in Spring 2018. The Japanese section is creating a new performance-based language curriculum for JPN 101 through 202. Faculty and graduate teaching assistants undergo training to teach the new curriculum. An evaluation is conducted after the first semester of teaching the new curriculum in order to facilitate revisions and training. While this is a labor-intensive process, the new performance-based teaching should markedly improve students’ Japanese language proficiency. All faculty are encouraged to participate in the numerous professional development offerings of UH’s NFLRC and CLT, often developed in conjunction with UH’s top-rated SLS department.

On average, 10 to 15 UH faculty and graduate students per year attend or present papers at conferences of the American Council on the Teaching of Foreign Languages (ACTFL) conference, the Chinese Language Teachers Association (CLTA) and the American Association of Teachers of Japanese (AATJ). The Korean language annual conference is generally organized

by the American Association of Teachers of Korean (AATK). Korean professors and graduate students regularly attend these with subsidies from the Korea Foundation.

G-4. *Measurement of Quality*

Performance-based measurements. EA language instruction at UH is communication- and task-based, emphasizing the development of skills to perform successfully in real-life situations. Classroom exercises like role playing and skits, provide opportunities for students to practice and build communicative skills. Authentic materials (i.e. websites, newspapers, magazine articles) are integrated into the curriculum to develop reading skills. EALL uses curriculum maps that include student learning outcomes for courses and for all of its undergraduate and graduate programs. UH conducts ACTFL OPI testing on all graduating EALL majors to assess program learning outcomes. Proficiency testing data is used to adjust curricula and teaching approaches. EALL faculty regularly attend seminars and professional development workshops on performance-based measurement. Prof. Kimi Kondo-Brown has given more than 20 lectures (many keynote addresses) for workshops, seminars, and conferences on the subject since 2011.

Adequacy of resources. LLL offers one of the most extensive foreign language programs in the U.S., with regular instruction in 25 languages and with specific strengths in Asia-Pacific languages. This breadth and depth is supplemented by the research and pedagogic strength of its faculty in SLS, EALL and in the Center for Language & Technology (CLT), who provide the leadership for UH’s NFLRC. Its mission is to support the informed use and integration of technology in instruction and research. It offers technical, instructional and research support which combine with its facilities, resources and staff expertise to constitute a unique combination of assets. CLT facilities include a project development lab to assist faculty in enriching their course delivery through technology enhanced instruction, 2 recently updated class labs (equipped

with 49 PC computers with LCD projectors, language software, headsets with microphones, and printer), 2 media classrooms, 2 seminar rooms, a LUX lab for research (one-on-one interaction), and an audio recording studio. CLT provides support for audio and video production.

Table 18: Entrance and Exit Goals		
Level	Entry Proficiency	Target Exit Proficiency
101-102	Zero	Novice Mid/Novice High
201-202	Novice Mid/Novice High	Int. Low
301-302	Int. Low	Int. Mid/Int. High
401-402	Int. Mid/Int. High	Int. High/Adv. Low

Proficiency requirements. Table 18 indicates entrance and exit goals for each of the core language levels based on the ACTFL Proficiency Guidelines

with adjustments made according to the textbooks for each level. Testing within the department indicates that at least 60% or more of students currently fall within these entrance-exit parameters. Models for capstone assessments for EALL undergraduate programs have been established by the Flagship Programs for Korean and Chinese, setting high goals—Superior on the ACTFL scale or ILR Level 3. The majority of Korean language majors are in the KLFP track. Approximately 30% of Chinese language undergraduate majors are in the CLFP track (which started in 2014). The Japanese section is in the process of accelerating its four-year undergraduate curriculum which will eventually include capstone assessments, beginning with a curriculum redesign of JPN 101 through 202. NRCEA will support the completion of an online textbook for JPN 101 to 202 and support a workshop for community college and high school teachers of Japanese on the redesign of JPN 101 to 202 in Year 3.

H. Quality of Curriculum Design

H-1. Undergraduate Instruction and Programs

Incorporation into degree programs. Virtually all UH undergraduates (currently numbering 12,881) will be exposed to a substantial amount of EA content by the time they graduate thanks to a combination of multiculturally-oriented General Education requirements--e.g., all are

required to complete two 3-credit Global and Multicultural Perspectives courses--and the widespread use of EA content in these courses. Beyond this, all Arts and Humanities majors must pass two years of a 2nd language while students in the Shidler College of Business must pass either two years of a 2nd language or area studies courses, with the most common option pursued being EA languages or area studies courses. (Japanese continues to have the highest enrollment of all foreign languages offered. Chinese and Korean also draw large enrollments.)

The undergraduate major in Asian Studies major allows students to emphasize either an EA area or a chosen cross-area thematic focus. Students take 36 credit hours of inter- and multi-disciplinary area coursework and a minimum of 2 years of an Asian language. ASP also offers a minor requiring 15 credit hours of Asia-related courses and includes the option of an EA focus. Honors sections of ASP courses are available for students in the Honors Program.

For students wishing to focus on an EA language, EALL offers undergraduate majors in a CHN, JPN, or KOR language and literature that requires 4th year language proficiency plus 36 hours of coursework. It also offers CHN, JPN, and KOR minors that require 6 credits of language and 9 credits of non-language courses with a focus on linguistics and literature and certificates requiring 15 credits of language proficiency at the 3rd year level or above. UH is the only university outside Japan that offers Okinawan language and culture courses. UH's Korean and Chinese Language Flagship Programs train undergraduate students to professional-level Korean and Chinese, and many students double major. In Fall 2018 UH will offer GEOG 353 Geography of China in Chinese as part of a language-across-the-curriculum project.

14.09% of students who earn their bachelor's degrees from UH have at least two years of an EA language. See Table 19 (p. 38) for figures on distribution across majors. Out of 3,314 students who graduated with their bachelor's degrees in 2016-17 (F2016, S2017, Summer 2017),

467 students completed 2nd year (intermediate-level) EA language course (JPN 202, JPN 212, CHN 202, CHN 205, KOR 202 or KOR 205). These students were from 63 (out of 99) bachelor’s degree programs, or 63.6% of all bachelor’s degree programs. The range and diversity of the bachelor’s degree programs demonstrate the wide reach of EAS at UH.

Asian Studies	5	Creative Media	11	Global Environ. Science	1	Molecular & Cell Biology	7
Chinese	5	Dietetics	1	History	4	Music	4
Japanese	20	Economics	21	Human Development & Family Studies	5	Nursing	7
Korean	11	Electrical Engineering	3	Human Resource Management	6	Philosophy	3
Accounting	19	Elementary Education	1	Info. & Computer Sciences (BA degree)	10	Political Science	7
American Stds	2	English	17	Interdisciplinary Studies	6	Psychology	34
Anthro.	3	Environmental Design	5	International Business	7	Public Health	9
Art/Art Hist.	18	Entrepreneurship	1	Journalism	2	Religion	1
Biology	36	Ethnic Studies	2	KRS, Health/Exercise Science	1	Second Language Studies	16
Biochemistry	12	Fashion Design & Merchandising	2	Management Info Systems	9	Social Work	1
Chemistry	3	Family Resources	2	Management	13	Sociology	9
Civil Engineering	2	Finance	9	Marine Biology	1	Theater	2
Communication	9	Food Science	1	Marketing	12	Travel Industry Management	4
Communicology	4	French	1	Mathematics	2	Tropical Plant & Soil Science	1
Computer Engineering	2	Geography	1	Mechanical Engineering	2	Women’s Studies	1
Computer Science (BS degree)	16	German	1	Microbiology	4	Totals graduates: 467 # of degree programs represented in table: 63	

Appropriateness and quality. Undergraduate EA courses are regularly reviewed by departments and the EA Centers to assess the appropriateness of curricular design. Advanced language proficiency and 36 credit hours of courses are required of undergraduate majors in CHN, JPN, and KOR. The quality of UH’s undergraduate training is reflected by the wider achievements and activities of our students. EA majors participate in the UH Honors Program

and EA students regularly receive scholarships such as the Boren, Gilman, and Japanese (government) Monbukagakusho scholarships. Sixteen JPN majors, a majority of them double majors, were inducted into the Japanese National Honor Society in AY 2017-18.

H-2. *Advising*

The ASP and EALL programs both employ full-time undergraduate and graduate advisers. CCS, CJS, and CKS all designate academic and career advisers for each of their graduate students. Chairs and committee members for all EA MA and PhD candidates contain university-designated Graduate Faculty affiliated with the appropriate area center. The EAC sponsors academic orientation, development, and career workshops for students. The University’s Career Center offers workshops and semi-annual career fairs for students preparing to go on the job market. It also facilitates on-campus recruitment by government agencies and the Peace Corps at the semi-annual career fair or through informational meetings. EA Centers’ websites and email listserv play an important role in facilitating recruitment and advising. EALL’s cultural festivals are used by private employers to recruit prospective employees with language skills. The Hawaii Language Roadmap, a statewide policy initiative that works to attune language education content to local job market needs, has also expanded its activity in recent years.

H-3. *Graduate and Professional School Training*

Options. Table 20 (p. 40) summarizes the graduate programs that offer an EA focus. Most require the ability to conduct research in the language of the area of concentration. In addition, it is common for graduate students in business fields to enroll in EA language study. The EAC oversees the EA components of the ASP’s MA program. Students complete 36 credits in area courses, 4th year language courses, and two interdisciplinary seminars, one to begin and the other a capstone to their programs. ASP also offers a certificate program in C, J or K Studies, which

requires 15 credits of area-focused coursework, intermediate language training, and a final research paper.

Table 20: Graduate Degree Programs in EA at UH					
Discipline/Field	MA	PhD	Discipline/Field	MA	PhD
Anthropology	x	x	Music	x	x
Art	x		Philosophy	x	x
Asian Studies	x		Political Science	x	x
EALL (C, J, K)	x	x	Religion	x	
Economics	x	x	Sociology	x	x
Geography	x	x	Theatre-Dance	x	x
History	x	x	Architecture		x
Linguistics	x	x	Business	x	x
			Library Science	x	
MBA					
Japan-and China-Track Global MBA Programs					
Joint degrees					
AS & Intl. Bus.	x		AS & Pub. Hlth	x	
AS & Law	x		AS & Library Sci.	x	

Approximately 4 to 8 certificates are awarded each year. EAC works with several other certificate programs. The UH-EWC International Cultural Studies Program offers a certificate in critical theory requiring 16 credits. The School of Law offers Pacific-Asian Legal Studies (PALS) Certificate (13 credits required),

for which students may receive credit for externships in China, Singapore, Hong Kong, and Japan. The UH Law School is a national leader in Asian law with distinguished scholars and numerous Asian law course offerings. The Shidler College of Business has a nationally-ranked International Business program offering China- and Japan-track Global MBAs that require foreign language training/proficiency and in-country internships.

Appropriateness and quality. The University offers diverse, high quality curriculum options for graduate students pursuing academic paths and career training focused on EA. Graduate degree programs undergo rigorous external reviews at the school-level/college-level at five-to-seven-year intervals to assess the appropriateness programs and to identify areas for improvement. UH conducted an extensive review of SPAS degree-programs in 2015 in which it was lauded for the extent and quality of its offerings. The formal curriculum is supplemented by plentiful EA-oriented professional development opportunities for students. Annual EWC, LLL and SPAS graduate student conferences invite non-UH scholars and UH faculty to comment on

student papers. Graduate students help plan and present papers at the renowned East-West Philosophers Conference which is held every five or six years, a tradition since 1939. Graduate students publish in UH-based journals such as *Philosophy East & West*, *Korean Studies*, and the online *Asia-Pacific Law & Policy Journal* (student-run with faculty oversight).

Passing a reading/translation or oral language exam is a requirement in most EA-focused doctoral programs, including History (which requires 2 foreign languages), Anthropology, Geography, Music, Philosophy, and Theatre & Dance. Applicants for the master’s and doctoral degrees in CHN, JPN, and KOR must demonstrate mastery of their language of concentration through diagnostic evaluation. Doctoral candidates in CHN, JPN, and in some cases KOR, are required to know a second EA or European language. Students advancing to PhD candidacy in the Japanese or Korean Language and Linguistics programs must write two “publication-quality” papers while Sociology requires one. One indication of the success of our graduates is in placement data. Details on the placement of graduates appear in Tables 7 and 9 (pp. 18, 19).

H-4. Study and Research Abroad

Table 21: Official Exchanges and Study Abroad Opportunities in East Asia for UH Students
<p>China: Fudan, Shanghai Jiao Tong, Sichuan, Southwestern U. of Finance and Economics, Zhejiang</p> <p>Hong Kong: Chinese U. of Hong Kong, City U. of Hong Kong, Hong Kong U. of Science & Technology, Hong Kong Polytechnic U., and U. of Hong Kong</p> <p>Japan: Aichi, Akita International University, Chuo, Doshisha, Hakuoh, Hiroshima, Hiroshima City, Hitotsubashi, Hokkaido, Ibaraki Christian, Inter-University Center (Yokohama), Kansai, Keio, Konan, Kwansai Gakuin, Kyoto, Nanzan, Nihon, Obirin, Ritsumeikan Asia Pacific U, Ryukoku, Sophia, Taisho, Tohoku, Tokyo U. of Foreign Studies, Tsukuba, U. of the Ryukyus, Waseda</p> <p>Korea: Chonnam National, Chung-Ang, Ewha Woman’s, Inha, Jeju National, Korea, Kyung Hee, Sejong, Seoul National, Sogang, Sookmyung Women’s, Soonchunhyang, U of Seoul, Yonsei</p> <p>Taiwan: National Central U., National Sun Yat-sen, National Taiwan</p>

Formal arrangements. Students study overseas through the Study Abroad Center (SAC) programs and Manoa International Exchange (MIX) student exchange agreement relationships. In 2016-2017, 207 students attended programs in EA through these formal arrangements. Table

21 (p. 41) lists the 55 institutions in EA with which UH has established formal exchange agreements and programs. In addition, each year 1-2 graduate and 1-2 undergraduate students receive Monbukagakusho (Japanese government) Scholarships for one to two years of study in Japan. The College of Social Sciences offers the Manoa Academy-Beijing Summer Study Abroad Program in which 20 undergraduate students study at the Beijing Foreign Studies University (with a majority of students on scholarships from the PRC Ministry of Education). Students participate annually in internships in EA through Business, Law, and the Chinese and Korean Foreign Language Flagship programs. The Office of Public Health Studies has an active faculty and student exchange with the Schools of Public Health at Wuhan and Fudan Universities. These activities include joint research projects and publications. The School of Architecture (SOA) established a Doctorate in Architecture (DArch) Global Track (China) as part of its graduate professional program. Students who successfully complete this track will obtain a Master’s in Architecture from Tongji U. as well as the DArch degree from UH. UH belongs to the consortium running the Inter-University Center for Japanese Language Studies and sends 1-6 students annually. In a joint program with Japan-America Society of Hawaii (JASH), CJS sends two students to intern every summer in the International Office of Ehime Prefecture. In 2016-2017, 46 undergraduate students and 4 faculty members participated in cultural study tours in Japan sponsored by the Japanese Government’s Kakehashi “Bridge to Tomorrow” Program.

Access to other institutions’ programs. EAC facilitate student access to other institutions’ study abroad programs by circulating information on EA study abroad opportunities and encouraging use of FLAS for programs in Korea, China, and Japan. EAC faculty regularly advise students on specific needs—e.g., assisting an undergraduate engineering student to study

at the Kanazawa Institute of Technology to advance Japanese engineering language skills. The Study Abroad Center can also arrange independent study at any accredited overseas university.

I. Outreach Activities

Located in a state with a significant EA heritage population (approximately 20%), UH has a responsibility to share our expansive expertise through outreach locally and nationally. EAS faculty across campus, including in the professional schools, contribute their knowledge to provide meaningful, learned outreach activities. The narrative below discusses a few of UH’s outreach activities in more detail. Although broadly grouped by categories “K-12,” “Post-secondary,” and “General public,” most of these activities attract broader audiences beyond their target. Tables 22a, b, and c (pp. 44, 46, 47) provide lists of our outreach activities’ highlights.

I-1a. Elementary and Secondary Schools

UH NRCEA plays a leading role in EA language instruction locally and nationally through its outreach activities to K-12 EA language teachers. With major funding from the National Security Language Initiative’s STARTALK program, we will host our 12th annual Summer Chinese Language Camp and Teacher Training Institute, for 30 students (14 to 17 yrs of age) and 12 Chinese language teachers (typically half of the teachers are from Hawaii and the remainder from around the U.S.). The Chinese Language Program is working collaboratively with Maryknoll School (a private K-12 school in Honolulu) to establish the state’s first Chinese immersion program starting in Fall 2018 by providing Chinese reading materials and developing a science curriculum in Mandarin. UH’s Korean Language Program and KLFP, in collaboration with NRCEA, offered teacher training workshops in 2016 and 2018 to K-16 educators. Topics ranged from how to select a textbook to applying national standards and best practices in the use of technology and media in the classroom. UH’s NFLRC, in cooperation with NRCEA, offered

online workshops and face-to-face summer institutes for language educators, some of whom were K-12 EA language educators, on project-based language learning (PBL). Participants in the 2017 NFLRC PBL Summer Institute produced a Chinese-language activity book for Hawaii’s Plantation Village for students (5-7 yrs of age).

Table 22a: Highlights of EA Outreach Activities Related to K-12, 2014-2018		
Activity	Partners	Participants
Chinese Immersion Program, Kindergarten level (start date: Fall 2018)	Maryknoll School	UH Chinese Language Program provides reading materials and develop science curriculum in Mandarin
STARTALK Chinese Language Teacher Training Institute & Language Camp (annual)	CI	12 teachers and 30 students (14 to 17 yrs of age)
Korean Language Teacher Training (2016, 2018)	KLFP	24 teachers at the high school level and in community schools
Japanese Language Teachers Workshop/Conference (annual)	Hawaii Association of Japanese Language Teachers (HALT)	UH Japanese Language Faculty conduct workshop and/or present at conferences; 10 to 20 teachers at the K-12 level participate annually.
Chinese, Korean, and Nippon Culture Days (annual)	EALL and EAC	UH faculty, UH students, and middle and high school students. 1200 participants for all 3 events.
Cultures of Hawaii—Japanese video production (2014); developed to address social studies standards.	HI Dept. of Education	UH faculty were interviewed. UH tea ceremony was videotaped. Target audience: 4 th to 12 th grades.

EAC offers numerous cultural activities targeting the K-12 audience, including Japanese tea ceremony demonstrations, Chinese performances and exchanges, and Korean dance and drum performances and crafts workshops. EALL annually offers culture days devoted to language studies, and cultural activities (dance, music, calligraphy, traditional costumes, games, arts and crafts); K-12 teachers bring their students to these events.

I-1b. *Post-Secondary Institutions*

UH’s EA outreach to colleges and universities in the U.S. is far reaching. UH Press publications like the KLEAR Textbooks and academic journals like the *China Review International*, *Korean Studies*, and *Philosophy East and West* have contributed significantly to the teaching and scholarship of EAS. NRCEA and NFLRC has worked closely in the past and

will continue to co-sponsor nationwide teacher training workshops and summer institutes for EA language teachers. In Spring 2018, UH’s NFLRC, with funding from NRCEA, offered “Beyond a Limited Scope: Chinese for Specific, Academic & Professional Purposes” (Workshop & Conference) which focused on business Chinese education. Regarding these, a participant from UCLA thanked organizers and wrote, “Chinese for specific and professional purposes is emerging as an important arena of research and practice in our field, and the UH conference marks the very first major conference of its kind.” In FY 2018-2021, the focus will be on training EA language educators in blended learning (training teachers how to combine face-to-face classroom learning with online learning), and we will sponsor a comprehensive week-long K-16 Korean language teacher training workshop in Yr 4. NRCEA will also contribute to the completion of a free online Japanese language textbook, *Musubi: A New Approach to Japanese Language and Culture*, for the beginning and intermediate JPN language classroom; and, it will sponsor a workshop on how to use this new online textbook targeting Japanese language educators in MSI and community colleges.

EAC has also developed programs for educators in MSI and community colleges. It carried out in collaboration with the Japan Studies Association (JSA) successful faculty development Workshops in Japan with substantial MSI and community college faculty participation in 2015 (Remembering Hiroshima and Nagasaki, 1945-2015) and in 2017 (Okinawa: History, Culture, and Challenges). We propose to implement a third such workshop (on Hokkaido) in Yr 2 with substantial MSI and CC faculty participation. UH EA faculty contribute to EWC’s Asian Studies Development Program (ASDP), which seeks to infuse Asian content and perspectives into the core curriculum at American 2- and 4-year colleges and universities by making presentations on their areas of expertise (e.g., Kate Lingley, “Art,

Architecture and the Social Dimensions of Buddhist Practice in China”) and by conducting workshops (e.g. Cynthia Ning, “Principles of Standard-based, Learner-centered Chinese Language Instruction”). The ASDP network includes over 500 colleges in 49 states. Thousands have attended workshops over the years and over 1,500 professors are registered institute alumni.

Table 22b: Highlights of EA Outreach Activities to Post-Secondary 2014-2018		
Activity	Partners	Participants
<i>Integrated Korean</i> KLEAR Textbooks (ongoing)	Korean Language and Education and Research Center (KLEAR), UH Press, Korea Foundation	UHM faculty play leadership roles in KLEAR, and contribute to writing textbooks. Almost 90% of Korean programs in the U.S. use the KLEAR series.
<i>China Review International/Korean Studies</i> journals (ongoing)	UH Press	135,566/60,900 hits on Muse (2014-2017)
East West Philosophers’ Conference 2016	Uehiro Foundation, UH Press	UH Philosophy Dept. organizes conference; 300+ students, scholars attended (out of the 300+, 250 presented at conference).
Faculty Study Workshops to Japan (2015, 2017)	Japan Studies Association (JSA)	UH Faculty member coordinated and lead the workshop. 28 faculty from MSI and CCs participated in the workshops.
7 th World Congress of Korean Studies (2014)	Academy of Korean Studies	CKS coordinated conference; UH Faculty presented. 200+ students, faculty and scholars participated.
“Beyond a Limited Scope: Chinese for Specific, Academic & Professional Purposes” (Business Chinese) Workshop (3/30/18) and Conference (3/31/18)	UH’s NFLRC	UH Faculty co-chaired the workshop and conference. 42 faculty and students from universities participated in the workshop; 107 in the conference.

I-1c. Business, Media, and the General Public

The UH NRCEA engages in outreach to the general public locally and nationally in a wide range of forms and through a variety of channels. The most regular, frequent and fundamental are the CCS-, CJS-, CKS-, and COS-sponsored lecture series that feature EAS faculty and out-of-state academics and experts which are open to the public. EAC-cosponsored theater and other performances are highly popular with the public. These included, in the last three years, a Korean play *Pumba*, a Japanese comic play “Power and Folly” *kyogen*, and a

Chinese *Xiqu* opera “Fights and Delights: 3 Chinese Comedies.” CKS, along with the Korea Foundation and Kbfd (local Korean Broadcasting TV station), sponsored a Korean film series at the Honolulu Museum of Arts from 2014 to 2016 featuring 12 films which attracted a total audience of well over 1,000.

Table 22c: Highlights of EA Outreach Activities to Business, Media, and the General Public 2014-2018		
Activity	Partners	Participants
CIBER Language Conference (biennial, ongoing)	CIBER	100 to 200 business leaders, academics, community members
Security Challenges in EA Panel 2017	U.S. Department of State	UH faculty conduct panel discussion for 12 ASEAN journalists
“Historical Memory and Reconciliation in Northeast Asia” Panel 2016	UH SPAS	80 scholars, students, members from local consulate offices, and community members
Asia Law Talk & Environmental Law Colloquium (ongoing)	UH Law School	250 attorneys, law students and faculty, and community members
EA Theater Productions: <i>Pumba</i> 2016, <i>Kyogen</i> 2017, <i>Xiqu</i> 2018.	UH Theater & Dance	5000+ attendees (K-16 educators & students and community members)

In the area of public affairs, the UH Richardson School of Law regularly sponsors public events on East Asian Law. It recently featured an Asia Law Talk & Environmental Law Colloquium on “Coordinating Environmental Protection & Trade Policy in China” (Feb. 2018) and it collaborated with the University of Hong Kong Faculty of Law on a symposium, “Chinese Law in a Global Context” (Mar. 2018). The UH Law School’s *Asian-Pacific Law and Policy Journal* sponsored “Chrysanthemum Rising: A Symposium on Sexuality & Civil Rights in Japan & Okinawa” in March 2018. In 2017 EAC arranged a panel of UH scholars on the topic of security challenges in East Asia at the request of the U.S. State Department for its foreign reporting tour program involving 12 ASEAN journalists who then produced media reports for their home outlets. In the area of community partnerships, CCS, CJS, CKS, and COS collaborate with community organizations, government institutions, and the U.S. military in Hawaii.

Proximity to these organizations allows UH to fulfill requests as they arise. For instance, CJS delivered four training sessions in Japanese culture and language for the U.S. Army's Civil Affairs Brigade in Honolulu in June for soldiers who will be training in Japan later in the summer.

J. FLAS Awardee Selection Procedures

The EAC will administer FLAS for Chinese (Mandarin), Korean, and Japanese. C. Allen, a tenured faculty administrator, coordinates the application process and administers the fellowship program (awarding funds, writing reports, tracking students' career placements).

Advertising. FLAS awards will be advertised in the student newspaper (including online), and through EAC email listservs (1000+ subscribers), websites, social media (Facebook, Twitter) newsletters, flyers, and class announcements. Outreach activities for this grant will encourage student, teacher, and public awareness of FLAS scholarships for students. Incoming students with EA foci will receive announcements and instructions on eligibility and how to apply. Allen coordinates all incoming applications and coordinates student aid for EA to insure that every applicant and student seeking support is apprised of awards.

Application. Allen will provide detailed instructions on the application process, list of required materials, deadlines, qualifications, and criteria for selection. Students apply for FLAS through the University's centralized online scholarship website. A complete application includes a statement of purpose, proposed study program, description of career objectives, previous overseas and career experience, transcripts, standardized test scores (GRE, LSAT or GMAT, language proficiency scores), 3 letters of reference, and submission of the Free Application for Federal Student Aid (FAFSA) form. Allen works closely with the UH Financial Aid Office so that FLAS recipients all demonstrate financial need.

Selection criteria. Fellowship recipients must (1) be citizens or permanent residents of the U.S.; (2) have superior academic achievement and potential (based on cumulative grade point average, statement of purpose, and letters from faculty advisers); (3) have clear academic and career goals; (4) demonstrate EA language proficiency at the advanced level (for graduate-level awards) or intermediate level (for undergraduate awards); (5) enroll in an EA language course at least at the 3rd year level in combination with area or professional studies; (6) and demonstrate financial need based on the FAFSA form in consultation with the UH Financial Aid Office.

Selection will be conducted first on academic criteria; then the top-eighteen applicants will be assessed on financial need to create the ranking for FLAS. Special consideration will be given to students who are likely to pursue careers that are identified as national need areas, such as government service in Defense and Justice.

Selection personnel. Each center pre-screens applicants from its area through a committee of 3-5 faculty, selected to represent a balance among the disciplines. The EA Council then meets and distributes the awards equitably among the areas and disciplines.

Timeline. The application cover sheet will give exact dates of the schedule for application and award. We make EA FLAS deadlines consistent with those of other NRC and UH grad program deadlines for students' convenience. We concentrate advertising in mid-November, when we make the applications available. Completed summer and academic year applications are due by February 1; selection and notification of awardees will be completed by April 1st.

Conforming to priorities. The centers' pre-screening committees are apprised of the FLAS requirements, which are listed on the evaluators' rating sheets. After each evaluator has ranked the applicants, the committee comes to a consensus on an overall ranking that is forwarded to the

EA Council for final decision. The EA Council will conform to priorities concerning student need and languages in making FLAS awards.

K. Competitive Preference Priorities

K-1a. *Priority 1 (NRC): Collaborative Activity—MSIs and CCs.*

UH and all CCs in the UH System are MSIs. The following proposed projects involve working with UH-affiliated and other MSIs and CCs in integrating EA content into their curricula and to improve EA language instruction: JPN Online Textbook (Project #1), JPN Textbook Workshop for CC Instructors (#2), CHN Blended Learning Curriculum Development (#3), UH CoE Inquiry-based Field Study (#9). Blended Learning Workshop--NFLRC (#4), and the K-16 KOR Language Teacher Training Workshop (#6), and International Relations in Asia graduate seminar (#11). In addition, the Faculty Development Workshop on Hokkaido will involve a substantial number of participating faculty from MSIs and CCs.

K-1b. *Priority 2 (NRC): Collaborative Activity--College of Education (CoE) Teacher Training*

UH will work with CoE on the development of an Inquiry-based Field Study Course on education in EA with short trips to Japan and South Korea (#9).

K-2a. *Priority 1 (FLAS): Preference Given to Demonstrated Financial Need.*

As detailed in Section J, faculty screening committees will follow a two-tier screening process:

- 1) evaluate applicants based on U.S. citizenship/permanent resident status and academic criteria;
- 2) evaluate and give preference to applicants based on demonstrated financial need determined through the FAFSA applications in consultation with the UH Financial Aid Office.

K-2b. *Priority 2 (FLAS): Preference Given to Priority Languages.*

All (100%) of our AY FLAS fellowships will be for the study of the following priority LCTL: Mandarin Chinese, Korean, and Japanese.

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Appendix 1A Alphabetized List of Names for EA Faculty (128) & Evaluator (Cari Anne Ryan)
See 129 Profiles (in alphabetical order) in Appendix 2D.

C-K: 3 faculty are recognized as specialists in both Chinese and Korean Studies.

C-J-K: 1 faculty is recognized as a specialist in Chinese, Japanese, and Korean Studies.

	Name	Title	Dept.	EA Area	EA%
1	Allen, Chizuko T.	<ul style="list-style-type: none"> Institutional Research & Fellowships Coordinator 	<ul style="list-style-type: none"> SPAS 	K	50%
2	Bae, Christopher J.	<ul style="list-style-type: none"> Professor 	<ul style="list-style-type: none"> Anthropology 	C-J-K	100%
3	Baik, Tae-Ung	<ul style="list-style-type: none"> Director Professor 	<ul style="list-style-type: none"> Doctorate of JD Program (SJD) Law 	K	75%
4	Baroni, Helen J.	<ul style="list-style-type: none"> Professor 	<ul style="list-style-type: none"> Religion 	J	50%
5	Bazzell, Tokiko Y.	<ul style="list-style-type: none"> Japanese Studies Librarian 	<ul style="list-style-type: none"> Library 	J	100%
6	Booth, Charles	<ul style="list-style-type: none"> Director Professor 	<ul style="list-style-type: none"> Asian-Pacific Business Law (IAPBL) Law 	C	75%
7	Brown, Ronald C.	<ul style="list-style-type: none"> Professor 	<ul style="list-style-type: none"> Law 	C	50%
8	Brown, Shana	<ul style="list-style-type: none"> Chair Associate Professor 	<ul style="list-style-type: none"> History 	C	80%
9	Bui, Tung	<ul style="list-style-type: none"> Faculty Director Matson Professor 	<ul style="list-style-type: none"> Vietnam EMBA IT Mgt, CBA 	C	35%
10	Carlile, Lonny E.	<ul style="list-style-type: none"> Director Associate Professor 	<ul style="list-style-type: none"> Ctr for Japanese Studies Asian Studies 	J	100%
11	Chai, Sun-Ki	<ul style="list-style-type: none"> Professor 	<ul style="list-style-type: none"> Sociology 	K	70%
12	Chang, Erica S.	<ul style="list-style-type: none"> Librarian 	<ul style="list-style-type: none"> Library 	K	100%
13	Chang, Rosita P.	<ul style="list-style-type: none"> Professor 	<ul style="list-style-type: none"> Fin Econ, CBA 	C	50%
14	Chang, Sumi	<ul style="list-style-type: none"> Instructor 	<ul style="list-style-type: none"> EALL 	K	100%
15	Chen, Qimei	<ul style="list-style-type: none"> Associate Dean Rolles Professor 	<ul style="list-style-type: none"> Academic Affairs Mkt, CBA 	C	40%
16	Cheng, Baoyan	<ul style="list-style-type: none"> Associate Professor 	<ul style="list-style-type: none"> Education 	C	75%

17	Cheng, Chung-ying	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Philosophy 	C	100%
18	Cheon, Sang-Yee	<ul style="list-style-type: none"> • Director • Associate Professor 	<ul style="list-style-type: none"> • Kor Lang Flagship • EALL 	K	100%
19	Clayton, Cathryn H.	<ul style="list-style-type: none"> • Chair • Associate Professor 	<ul style="list-style-type: none"> • Asian Studies 	C	100%
20	Conner, Alison W.	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Law 	C	70%
21	Cook, Haruko M	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • EALL 	J	100%
22	Curry, Stewart A.	<ul style="list-style-type: none"> • Instructor 	<ul style="list-style-type: none"> • EALL 	J	100%
23	Davis, Edward L.	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • History 	C	100%
24	Di, Xu	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Education 	C	75%
25	Flowers, Petrice	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Political Science 	J	75%
26	Fukuda, Shinichiro	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • EALL 	J	100%
27	Govella, Kristi	<ul style="list-style-type: none"> • Assistant Professor 	<ul style="list-style-type: none"> • Asian Studies 	J	100%
28	Greaney, Theresa M.	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Economics 	J	70%
29	Guo, Jing	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Social Work 	C	25%
30	Haag, Andre	<ul style="list-style-type: none"> • Assistant Professor 	<ul style="list-style-type: none"> • EALL 	J	100%
31	Harwit, Eric	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Asian Studies 	C	100%
32	Hong, Seunghye	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Social Work 	K	35%
33	Hsieh, Hsin-I	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • EALL 	C	100%
34	Huang, Wei	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Fin Econ, CBA 	C	25%
35	Huey, Robert N.	<ul style="list-style-type: none"> • Chair • Professor 	<ul style="list-style-type: none"> • EALL 	J	100%
36	Iezzi, Julie	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Theatre and Dance 	J	100%
37	Ishida, Masato	<ul style="list-style-type: none"> • Director • Associate Professor 	<ul style="list-style-type: none"> • Ctr for Okinawan Studies • Philosophy 	J	75%
38	Ito, Ken	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • EALL 	J	100%
39	Iwabuchi, Sachiko	<ul style="list-style-type: none"> • Okinawan Studies 	<ul style="list-style-type: none"> • Library 	J	100%

		Librarian			
40	Iwai, Tomoko	• Instructor	• EALL	J	100%
41	Jiang, Hong	• Chair • Associate Professor	• Geography	C	75%
42	Jiang, Li	• Assistant Professor	• EALL	C	100%
43	Jiang, Song	• Associate Professor	• EALL	C	100%
44	Johnson, David T.	• Professor	• Sociology	J	60%
45	Kanno, Kazue	• Associate Professor	• EALL	J	100%
46	Kelley, Liam C.	• Associate Professor	• History	C	50%
47	Kim, Harrison	• Assistant Professor	• History	K	90%
48	Kim, Ji Young	• Assistant Professor	• Communications	K	50%
49	Kim, Karl E.	• Professor	• Urban and Regional Planning	K	25%
50	Kim, Mary Shin	• Associate Professor	• EALL	K	100%
51	Kim, Min-Sun	• Professor	• Communicology	K	50%
52	Kim, Yung-Hee	• Professor	• EALL	K	100%
53	Kimura, Aya	• Associate Professor	• Sociology	J	80%
54	Koikari, Mire	• Professor	• Women's Studies	J	80%
55	Kondo-Brown, Kimi	• Associate Dean • Professor	• LLL • EALL	J	50%
56	Kong, Dong-Kwan	• Assistant Professor	• EALL	K	100%
57	Kramer, Hanae Kurihara	• Assistant Professor	• Communications	J	75%
58	Kwok, Reginald Y.W.	• Professor	• Asian Studies	C	100%
59	Lau, Frederick	• Professor	• Music	C-K	100%
60	Lee, Byong-Won	• Professor	• Music	C-K	100%
61	Lee, Chae Ho	• Associate Professor	• Art	K	25%

62	Lee, Hye-Ryeon	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Communicology 	K	25%
63	Lee, Sang-Hyop	<ul style="list-style-type: none"> • Director • Professor 	<ul style="list-style-type: none"> • Ctr for Korean Studies • Econ 	K	100%
64	Lee, Yean-Ju	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Sociology 	K	70%
65	Levin, Mark	<ul style="list-style-type: none"> • Director • Professor 	<ul style="list-style-type: none"> • Pacific-Asian Legal Studies (PALS) • Law 	J	85%
66	Lin, Le	<ul style="list-style-type: none"> • Assistant Professor 	<ul style="list-style-type: none"> • Sociology 	C	50%
67	Lin, Shu Hwa	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Apparel Product Design and Merchandising 	C	25%
68	Lingley, Kate	<ul style="list-style-type: none"> • Associate Chair • Associate Professor 	<ul style="list-style-type: none"> • Art 	C	60%
69	Liu, Min	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Education 	C	25%
70	Mason, Andrew	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Economics 	K	25%
71	McCraw, David R.	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • EALL 	C	100%
72	McNally, Mark T.	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • History 	J	90%
73	Miao, Pu	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Architecture 	C	85%
74	Mohr, Michel	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Religion 	J	75%
75	Murayama, Emi	<ul style="list-style-type: none"> • Jpn Lang. Section Head • Instructor 	<ul style="list-style-type: none"> • EALL 	J	100%
76	Ni, Dongyun	<ul style="list-style-type: none"> • Chinese Studies Librarian 	<ul style="list-style-type: none"> • Library 	C	100%
77	Ning, Cynthia Y.	<ul style="list-style-type: none"> • Co-Director • Associate Director 	<ul style="list-style-type: none"> • Confucius Institute • Ctr for Chinese Studies 	C	100%
78	Odin, Steve	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Philosophy 	J	100%
79	Ogasawara, Miki	<ul style="list-style-type: none"> • Instructor 	<ul style="list-style-type: none"> • EALL 	J	100%
80	O'Grady, William	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Linguistics 	K	70%
81	Okuhara, Keiko	<ul style="list-style-type: none"> • Librarian 	<ul style="list-style-type: none"> • Law 	J	100%
82	Osborne, Thomas A.	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Music 	K	25%
83	Pak, Gary	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • English 	K	25%

84	Park, Hyoung-June	• Associate Professor	• Architecture	K	25%
85	Park, Mee-Jeong	• Associate Professor	• EALL	K	100%
86	Park, Young-A	• Associate Professor	• Asian Studies	K	100%
87	Peng, Yun	• Assistant Professor	• EALL	C	100%
88	Perkins, Franklin	• Professor	• Philosophy	C	80%
89	Petersen, Carole	• Graduate Chair • Professor	• Matsunaga Institute for Peace & Conflict Resolution • Law	C	40%
90	Peterson, Christian E.	• Associate Professor	• Anthropology	C	100%
91	Pettit, Jonathan	• Assistant Professor	• Religion	C	80%
92	Ray, Grace E.	• Instructor	• EALL	J	100%
93	Rhee, S. Ghon	• Luke Professor	• Fin Econ, CBA	C-K	90%
94	Ryan, Cari Anne	• NRCEA Evaluator	---	---	---
95	Satsuma, Gay	• Associate Director	• CJS	J	100%
96	Spring, Madeline	• Director • Co-Director • Professor	• Chn Flagship • Flagship Lang Tech Ctr • EALL	C	100%
97	Springer, Hisami K.	• Librarian	• Library	J	100%
98	Stalker, Nancy	• Sen Soshitsu Chair • Associate Professor	• History	J	100%
99	Steinhoff, Patricia G.	• Chair • Professor	• Sociology	J	75%
100	Sutton, R. Anderson	• Dean • Assistant Vice- Chancellor	• SPAS • Off. of Intl Exchange Programs	K	25%
101	Szostak, John D.	• Associate Professor	• Art	J	100%
102	Tada, Rie	• Instructor	• EALL	J	100%
103	Tateyama, Yumiko	• Assistant Professor	• EALL	J	100%
104	Totani, Yuma	• Professor	• History	J	100%

105	Tsai, George	• Assistant Professor	• Philosophy	C	30%
106	Tschudi, Daniel	• Coordinator & Assistant Specialist	• Ctr for Chinese Studies	C	100%
107	Tschudi, Stephen	• Technology and Language Specialist	• Ctr for Language and Technology	C	100%
108	Uchida, Hiromi	• Instructor	• EALL	J	100%
109	Wada, Yuka	• Instructor	• EALL	J	100%
110	Wang, Chun Han	• Associate Professor	• Academy of Creative Media	C	40%
111	Wang, Haidan	• Assistant Professor	• EALL	C	100%
112	Wang, Wensheng	• Associate Professor	• History	C	100%
113	Wang, Xiaojun	• Associate Professor	• Economics	C	75%
114	Wichmann-Walczak, Elizabeth A.	• Director • Professor	• Asian Theatre Program • Theatre and Dance	C	90%
115	Womack, Donald	• Professor	• Music	J	70%
116	Woo, C. Patrick	• Instructor	• EALL	J	100%
117	Wu, Jing	• Instructor	• EALL	C	100%
118	Xu, Yiyuan	• Professor	• Psychology	C	50%
119	Yang, David C.	• Director • Professor	• Ctr for Chinese Studies • Accounting, CBA	C	75%
120	Yang, Jude Y.	• Korean Studies Librarian	• Library	K	100%
121	Yang, Myungji	• Assistant Professor	• Political Science	K	75%
122	Yano, Christine R.	• Professor	• Anthropology	J	75%
123	Yoshimi, Dina R.	• Associate Professor	• EALL	J	100%
124	Yue, Ming-Bao	• Associate Professor	• EALL	C	100%
125	Zeng, Suzanne	• Program Coordinator • Assistant Professor	• Ctr for Interpretation and Translation Studies • EALL	C	100%
126	Zhang, Wei	• Associate Professor	• Sociology	C	30%

127	Zheng, Dongping	<ul style="list-style-type: none"> • Associate Professor 	<ul style="list-style-type: none"> • Second Language Studies 	C	50%
128	Zhou, Jian	<ul style="list-style-type: none"> • Fujie, and Deloitte Professor 	<ul style="list-style-type: none"> • Accounting 	C	25%
129	Zhou, Kate Xiao	<ul style="list-style-type: none"> • Professor 	<ul style="list-style-type: none"> • Political Science 	C	80%

Appendix 1B: EA Faculty Name List by Center/Dept.

Comprehensive East Asia, 2018

*=joint appointments in two different UH centers/departments

Faculty with joint appointments: David YANG; Masato ISHIDA; Lonny CARLILE;

R. Anderson SUTTON; Sang-Hyop LEE; and Suzanne ZENG

Total of EA Faculty Members: 128

Center/Department Name	Title	EA Area	CV page #
Academy of Creative Media (ACM)			
Wang, Chun Han	Assoc Prof	C	72a
Anthropology			
Bae, Christopher J.	Prof	C-J-K	18a
Peterson, Christian E.	Assoc Prof	C	62a
Yano, Christine R.	Prof	J	78a
Architecture			
Miao, Pu	Prof	C	54a
Park, Hyoung-June	Assoc Prof	K	
Art			
Lee, Chae Ho	Assoc Prof	K	48a
Lingley, Kate	Assoc Chair/Assoc Prof	C	51a
Szostak, John D.	Assoc Prof	J	68a
Asian Studies/SPAS			
Allen, Chizuko T.	Institutional Research & Fellowships Coord.	K	18a
*Carlile, Lonny E.	Dir of CJS/Assoc Prof	J	22a
Clayton, Cathryn H.	Chair/Assoc Prof	C	27a
Govella, Kristi	Asst Prof	J	31a
Harwit, Eric	Prof	C	33a
Kwok, Reginald Y.W.	Prof	C	46a
Park, Young-A	Assoc Prof	K	60a
*Sutton, R. Anderson	Dean/Asst Vice-Chancellor of IEP	K	67a
Business Administration, Shidler College of			
Bui, Tung	Fac Dir/Matson Prof of IT Mgmt	C	22a
Chang, Rosita P.	Prof of Fin Econ	C	24a
Chen, Qimei	Assoc Dean/Rolles Prof of Mkt	C	25a
Huang, Wei	Prof of Fin Econ	C	34a
Rhee, S. Ghon	Luke Prof of Fin Econ	C-K	64a

*Yang, David C.	Dir of CCS/Prof of Accounting	C	77a
Zhou, Jian	Fujie, and Deloitte Prof of Accounting	C	81a

Chinese Studies, Center for

*Yang, David C.	Dir of CCS/Prof	C	77a
Ning, Cynthia Y.	Assoc Dir/Co-Director for CI	C	56a
Tschudi, Daniel	Coord. & Asst Specialist	C	70a

Communications

Kim, Ji Young	Asst Prof	K	41a
Kramer, Hanae Kurihara	Asst Prof	J	46a

Communicology

Kim, Min-Sun	Prof	K	43a
Lee, Hye-Ryeon	Assoc Prof	K	48a

EALL

Chang, Sumi	Instructor	K	24a
Cheon, Sang-Yee	Dir of Kor Lang Flagship/Assoc Prof	K	26a
Cook, Haruko M.	Prof	J	28a
Curry, Stewart A.	Instructor	J	28a
Fukuda, Shinichiro	Assoc Prof	J	30a
Haag, Andre	Asst Prof	J	32a
Hsieh, Hsin-I	Prof	C	34a
Huey, Robert N.	Chair/Prof	J	35a
Ito, Ken	Prof	J	36a
Iwai, Tomoko	Instructor	J	37a
Jiang, Li	Asst Prof	C	38a
Jiang, Song	Assoc Prof	C	39a
Kanno, Kazue	Assoc Prof	J	40a
Kim, Mary Shin	Assoc Prof	K	42a
Kim, Yung-Hee	Prof	K	43a
Kondo-Brown, Kimi	Assoc Dean of LLL/Prof	J	45a
Kong, Dong-Kwan	Asst Prof	K	45a
McCraw, David R.	Prof	C	53a
Murayama, Emi	Jpn Lang. Section Head/Instructor	J	55a
Ogasawara, Miki	Instructor	J	57a
Park, Mee-Jeong	Assoc Prof	K	60a
Peng, Yun	Asst Prof	C	61a
Ray, Grace E.	Instructor	J	63a
Spring, Madeline	Dir of Chn Flagship/ Co-Dir of Flagship Lang Tech/Prof	C	65a
Tada, Rie	Instructor	J	68a

Tateyama, Yumiko	Asst Prof	J	69a
Uchida, Hiromi	Instructor	J	71a
Wada, Yuka	Instructor	J	72a
Wang, Haidan	Asst Prof	C	73a
Woo, C. Patrick	Instructor	J	75a
Wu, Jing	Instructor	C	76a
Yoshimi, Dina R.	Assoc Prof	J	79a
Yue, Ming-Bao	Assoc Prof	C	79a
*Zeng, Suzanne	Prgm Coord. of CITS/Asst Prof	C	80a

Economics

Greaney, Theresa M.	Assoc Prof	J	31a
*Lee, Sang-Hyop	Dir of CKS/Prof	K	49a
Mason, Andrew	Prof	K	52a
Wang, Xiaojun	Assoc Prof	C	74a

Education

Cheng, Baoyan	Assoc Prof	C	25a
Di, Xu	Prof	C	29a
Liu, Min	Assoc Prof	C	52a

English

Pak, Gary	Prof	K	59a
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Apparel Product Design & Merchandising (APDM)

Lin, Shu Hwa	Assoc Prof	C	51a
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Geography

Jiang, Hong	Chair/Assoc Prof	C	38a
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History

Brown, Shana	Chair/Assoc Prof	C	21a
Davis, Edward L.	Assoc Prof	C	29a
Kelley, Liam C.	Assoc Prof	C	40a
Kim, Harrison	Asst Prof	K	41a
McNally, Mark T.	Prof	J	53a
Stalker, Nancy	Sen Chair/Assoc Prof	J	66a
Totani, Yuma	Prof	J	69a
Wang, Wensheng	Assoc Prof	C	73a

Interpretation and Translation Studies (CITS), Center for

*Zeng, Suzanne	Prgm Coord. of CITS/Asst Prof	C	80a
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International and Exchange Programs (IEP), Office of

*Sutton, R. Anderson Assistant Vice-Chancellor K 67a

Japanese Studies (CJS), Center for

*Carlile, Lonny Dir of CJS/Assoc Prof J 22a

Satsuma, Gay Assoc Dir J 65a

Korean Studies (CKS), Center for

*Lee, Sang-Hyop Dir of CKS/Prof K 49a

Language Technology, Center for

Tschudi, Stephen Tech. and Lang. Specialist C 70a

Law, School of

Baik, Tae-Ung Dir of SJD degree prgm/Prof K 19a

Booth, Charles Dir of IAPBL/Prof C 20a

Brown, Ronald C. Prof C 21a

Conner, Alison W. Prof C 27a

Levin, Mark Dir of PALS/Prof J 50a

Okuhara, Keiko Librarian J 58a

Petersen, Carole Grad Chair of Institute for Peace/Prof C 62a

Library

Bazzell, Tokiko Y. Japan Studies Librarian J 20a

Chang, Erica S. Librarian K 23a

Iwabuchi, Sachiko Okinawa Studies Librarian J 37a

Ni, Dongyun Chinese Studies Librarian C 55a

Springer, Hisami K. Librarian J 66a

Yang, Jude Y. Korea Studies Librarian K 77a

Linguistics

O'Grady, William Prof K 57a

Music

Lau, Frederick Prof C-K 47a

Lee, Byong-Won Prof C-K 47a

Osborne, Thomas A. Prof K 58a

Womack, Donald Prof J 75a

Okinawan Studies (COS), Center for

*Ishida, Masato Dir of COS/Assoc Prof J 36a

Philosophy

Cheng, Chung-ying	Prof	C	26a
*Ishida, Masato	Dir of COS/Assoc Prof	J	36a
Odin, Steve	Prof	J	56a
Perkins, Franklin	Prof	C	61a
Tsai, George	Asst Prof	C	70a

Political Science

Flowers, Petrice	Prof	J	30a
Yang, Myungji	Asst Prof	K	78a
Zhou, Kate Xiao	Prof	C	82a

Psychology

Xu, Yiyuan	Prof	C	76a
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Religion

Baroni, Helen J.	Prof	J	19a
Mohr, Michel	Prof	J	54a
Pettit, Jonathan	Asst Prof	C	63a

Social Work, School of

Guo, Jing	Assoc Prof	C	32a
Hong, Seunghye	Assoc Prof	K	33a

Second Language Studies

Zheng, Dongping	Assoc Prof	C	81a
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Sociology

Chai, Sun-Ki	Prof	K	23a
Johnson, David T.	Prof	J	39a
Kimura, Aya	Assoc Prof	J	44a
Lee, Yean-Ju	Assoc Prof	K	49a
Lin, Le	Asst Prof	C	50a
Steinhoff, Patricia G.	Chair/Prof	J	67a
Zhang, Wei	Assoc Prof	C	80a

Theatre & Dance

Iezzi, Julie	Prof	J	35a
Wichmann-Walczak, Elizabeth A.	Dir of Asian Theatre Prgm/Prof	C	74a

Urban & Regional Planning

Kim, Karl E.	Prof	K	42a
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Women's Studies
Koikari, Mire

Prof

J

44a

Appendix 1C Faculty List by Country Area with Percentages
Comprehensive EA List, 2017-2018

* = Faculty who are recognized as area specialists in two fields: Fred LAU; Byong-Won LEE; S. Ghon RHEE; Donald WOMACK.

** = Faculty who are recognized as area specialists in three fields: Christopher BAE

Total of EA Faculty Members: 128

China Field	Title	Dept.	%	CV page
1 Bae, Christopher**	Prof	Anthropology	100	18a
2 Booth, Charles	Dir/Prof	Asian-Pacific Business Law/Law	75	20a
3 Brown, Ronald C.	Prof	Law	50	21a
4 Brown, Shana	Chair/Assoc Chair	History	80	21a
5 Bui, Tung	Fac Dir/Matson Prof	VEMBA/IT Mgt, CBA	35	22a
6 Chang, Rosita P.	Prof	Fin Econ, CBA	50	24a
7 Chen, Qimei	Assoc Dean/Rolles Prof	Academic Affairs/Marketing, CBA	40	25a
8 Cheng, Baoyan	Assoc Prof	Education	75	25a
9 Cheng, Chung-ying	Prof	Philosophy	100	26a
10 Clayton, Cathryn	Chair/Assoc Prof	Asian Studies	100	27a
11 Conner, Alison W.	Prof	Law	70	27a
12 Davis, Edward L.	Assoc Prof	History	100	29a
13 Di, Xu	Prof	Education	75	29a
14 Guo, Jing	Assoc Prof	Social Work	25	32a
15 Harwit, Eric	Prof	Asian Studies	100	33a
16 Hsieh, Hsin-I	Prof	EALL	100	34a
17 Huang, Wei	Prof	Fin Econ, CBA	25	34a
18 Jiang, Hong	Chair/Assoc Prof	Geography	75	38a
19 Jiang, Li	Asst Prof	EALL	100	38a
20 Jiang, Song	Assoc Prof	EALL	100	39a
21 Kelley, Liam C.	Assoc Prof	History	50	40a
22 Kwok, Reginald Y.W.	Prof	Asian Studies	100	46a
23 Lau, Frederick*	Prof	Music	100	47a
24 Lee, Byong-Won*	Prof	Music	100	47a
25 Lin, Le	Asst Prof	Sociology	50	50a
26 Lin, Shu Hwa	Assoc Prof	APDM	25	51a
27 Lingley, Kate	Assoc Chair/Assoc Prof	Art	60	51a
28 Liu, Min	Assoc Prof	Education	25	52a
29 McCraw, David R.	Prof	EALL	100	53a
30 Miao, Pu	Prof	Architecture	85	54a
31 Ni, Dongyun	Chn Studies Librarian	Library	100	55a
32 Ning, Cynthia	Co-Dir/Assoc Dir	CCS/CI	100	56a

33 Peng, Yun	Asst Prof	EALL	100	61a
34 Perkins, Franklin	Prof	Philosophy	80	61a
35 Petersen, Carole	Grad Chair/Prof	Institute for Peace & Conflict Resolution/Law	40	62a
36 Peterson, Christian	Assoc Prof	Anthropology	100	62a
37 Pettit, Jonathan	Asst Prof	Religion	80	63a
38 Rhee, S Ghon*	Prof	Fin Econ, CBA	50	64a
39 Spring, Madeline	Dir/Co-Dir/Prof	Chn Flagship/Flagship Lang Tech Ctr /EALL	100	65a
40 Tsai, George	Asst Prof	Philosophy	30	70a
41 Tschudi, Daniel	Coordinator/Asst Specialist	CCS	100	70a
42 Tschudi, Stephen	Specialist, Tech & Lang.	CLT	100	71a
43 Wang, Chun Han	Assoc Prof	Academy of Creative Media	40	72a
44 Wang, Haidan	Asst Prof	EALL	100	73a
45 Wang, Wensheng	Asst Prof	History	100	73a
46 Wang, Xiaojun	Assoc Prof	Econ	75	74a
47 Wichmann-Walczak, Elizabeth A.	Dir/Prof	Asian Theatre Prgm /Theatre & Dance	90	74a
48 Wu, Jing	Instructor	EALL	100	76a
49 Xu, Yiyuan	Prof	Psychology	50	76a
50 Yang, David C.	Dir/Prof	CCS/Accounting, CBA	75	77a
51 Yue, Ming-Bao	Assoc Prof	EALL	100	79a
52 Zeng, Suzanne	Prgm Coord/Asst Prof	CITS/EALL	100	80a
53 Zhang, Wei	Assoc Prof	Sociology	30	80a
54 Zheng, Dongping	Assoc Prof	SLS	50	81a
55 Zhou, Jian	Fujie, & Deloitte Prof	Accounting, CBA	25	81a
56 Zhou, Kate Xiao	Prof	Pol Sci	80	82a

Japan Field	Title	Dept.	%	CV page
1 Bae, Christoper**	Prof	Anthropology	100	18a
2 Baroni, Helen	Prof	Religion	50	19a
3 Bazzell, Tokiko	Jpn Studies Librarian	Library	100	20a
4 Carlile, Lonny E.	Dir/Assoc Prof	CJS/Asian Studies	100	22a
5 Cook, Haruko	Prof	EALL	100	28a
6 Curry, Stewart A.	Instructor	EALL	100	28a
7 Flowers, Petrice	Prof	Pol Sci	75	30a
8 Fukuda, Shinichiro	Assoc Prof	EALL	100	30a
9 Govella, Kristi	Asst Prof	Asian Studies	100	31a
10 Greaney, Theresa	Assoc Prof	Econ	70	31a
11 Haag, Andre	Asst Prof	EALL	100	32a
12 Huey, Robert N.	Chair/Prof	EALL	100	35a
13 Iezzi, Julie	Prof	Theatre & Dance	100	35a
14 Ishida, Masato	Dir/Assoc Prof	COS/Philosophy	75	36a

15 Ito, Ken	Prof	EALL	100	36a
16 Iwabuchi, Sachiko	Okinawan Studies Librarian	Library	100	37a
17 Iwai, Tomoko	Instructor	EALL	100	37a
18 Johnson, David T.	Prof	Sociology	60	39a
19 Kanno, Kazue	Assoc Prof	EALL	100	40a
20 Kimura, Aya	Assoc Prof	Sociology	80	44a
21 Koikari, Mire	Prof	Women's Studies	80	44a
22 Kondo-Brown, Kimi	Assoc Dean/Prof	LLL/EALL	50	45a
23 Kramer, Hanae Kurihara	Asst Prof	Communications	75	46a
24 Levin, Mark	Dir/Prof	Pacific-Asian Legal Studies/Law	85	50a
25 McNally, Mark T.	Prof	History	90	53a
26 Mohr, Michel	Prof	Religion	75	54a
27 Murayama, Emi	Jpn Lang. Section Head /Instructor	EALL	100	55a
28 Odin, Steve	Prof	Philosophy	100	56a
29 Ogasawara, Miki	Instructor	EALL	100	57a
30 Okuhara, Keiko	Librarian	Law	100	58a
31 Ray, Grace E.	Instructor	EALL	100	63a
32 Satsuma, Gay	Assoc Dir	CJS	100	65a
33 Springer, Hisami	Librarian	Library	100	66a
34 Stalker, Nancy	Sen Soshitsu Chair/Assoc Prof	History	100	66a
35 Steinhoff, Patricia G.	Chair/Prof	Sociology	75	67a
36 Szostak, John D.	Assoc Prof	Art	100	68a
37 Tada, Rie	Instructor	EALL	100	68a
38 Tateyama, Yumiko	Asst Prof	EALL	100	69a
39 Totani, Yuma	Prof	History	100	69a
40 Uchida, Hiromi	Instructor	EALL	100	71a
41 Wada, Yuka	Instructor	EALL	100	72a
42 Womack, Donald*	Prof	Music	70	75a
43 Woo, C. Patrick	Instructor	EALL	100	75a
44 Yano, Christine R.	Prof	Anthropology	75	78a
45 Yoshimi, Dina R.	Assoc Prof	EALL	100	79a

Korea Field

	Title	Dept.	%	CV page
1 Allen, Chizuko	Institutional Research & Fellowships Coord	SPAS	50	18a
2 Bae, Christopher**	Prof	Anthropology	100	18a
3 Baik, Tae-Ung	Dir/Prof	Doctor of JD Prgrm/Law	75	19a
4 Chai, Sun Ki	Prof	Sociology	70	23a
5 Chang, Erica S.	Librarian	Library	100	23a
6 Chang, Sumi	Instructor	EALL	100	24a
7 Cheon, Sang-Yee	Dir/Assoc Prof	Kor Lang Flagship/EALL	100	26a

8 Hong, Seunghye	Assoc Prof	Social Work	35	33a
9 Kim, Harrison	Asst Prof	History	90	41a
10 Kim, Ji Young	Asst Prof	Communications	50	41a
11 Kim, Karl E.	Prof	Ur Rgn Pln	25	42a
12 Kim, Mary Shin	Assoc Prof	EALL	100	42a
13 Kim, Min-Sun	Prof	Communicology	50	43a
14 Kim, Yung-Hee	Prof	EALL	100	43a
15 Kong, Dong-Kwan	Asst Prof	EALL	100	45a
16 Lau, Frederick*	Prof	Music	100	47a
17 Lee, Byong-Won*	Prof	Music	100	47a
18 Lee, Chae Ho	Assoc Prof	Art	25	48a
19 Lee, Hye-Ryeon	Assoc Prof	Communicology	25	48a
20 Lee, Sang-Hyop	Dir/Prof	CKS/Econ	100	49a
21 Lee, Yean-Ju	Assoc Prof	Sociology	70	49a
22 Mason, Andrew	Prof	Economics	25	52a
23 O'Grady, William	Prof	Linguistics	70	57a
24 Osborne, Thomas A.	Prof	Music	25	58a
25 Pak, Gary	Prof	English	25	59a
26 Park, Hyoung-June	Assoc Prof	Architecture	25	59a
27 Park, Mee-Jeong	Assoc Prof	EALL	100	60a
28 Park, Young-A	Assoc Prof	ASAN	100	60a
29 Rhee, S. Ghon*	Luke Prof	Fin Econ, CBA	90	64a
30 Sutton, R. Anderson	Dean/Asst Vice-Chancellor	SPAS/Intl Exchange Prgms	25	67a
31 Womack, Donald*	Prof	Music	70	75a
32 Yang, Jude Y.	Kor Studies Librarian	Library	100	77a
33 Yang, Myungji	Asst Prof	Pol Sci	75	78a

**APPENDIX 1D PROFILES OF EA FACULTY MEMBERS,
AND EVALUATOR IN ALPHABETICAL ORDER**

ALLEN, Chizuko T. **APPOINTED:** 1995, tenured **K**
TITLE/DEPARTMENT: Assoc Specialist (Institutional Research & Fellowships Coordinator), SPAS
EDUCATION: PhD (History) U Hawai'i, 1988; MA (History) U Hawai'i, 1981; BA U Tokyo, 1979.
FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Japanese (5), Korean (4)
RESEARCH/TEACHING SPECIALIZATIONS: Korean history, Korea-Japan relations
RECENT PUBLICATIONS: Book review of *The Great Enterprise: Sovereignty and Historiography in Modern Korea*. By Henry H. Em. Durham; London: Duke University Press, 2013. *Pacific Affairs* 87:3 (September 2014); "Early Migrations, Conquests, and Common ancestry: Theorizing Japanese Origins in Relation with Korea." *Sungkyun Journal of East Asian Studies* 8:1 (April 2008): 105-130
AREA COURSES TAUGHT: ASAN 491K Contentious Issues Korea and Japan; ASAN 320K Asian Nation: Korea
FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan & Korea, 2003, 2005, Korea 1985-86
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

BAE, Christopher J. **APPOINTED:** 2008, tenured **C, J, K**
TITLE/DEPARTMENT: Professor, Anthropology
EDUCATION: PhD (Anthropology) Rutgers University, 2005
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5
FOREIGN LANGUAGE (S): [5= native or near native; 1=beginner] Korean (3), Chinese (1), Jpn (1)
RESEARCH/TEACHING SPECIALIZATIONS: Biological Anthropology; Paleoanthropology; Vertebrate Taphonomy; Out of Africa I; Modern Human Origins
RECENT PUBLICATIONS: **Bae, C.J.**, Douka, K., Petraglia, M.D., In Press. On the origin of modern humans: Asian perspectives. *Science*; Nakazawa, Y., **Bae, C.J.**, In Press. Quaternary paleoenvironmental variation and its impact on human dispersals into the Japanese Archipelago. *Palaeogeography, Palaeoclimatology, Palaeoecology*; Cheng, F., Hong, H.L., **Bae, C.J.**, Li, Z.H., Algeo, T.J., Huang, S.M., Cheng, L.L., Fang, Q., In Press. Geochemistry and detrital zircon U-Pb chronology constraints on provenance of the Xiaomei net-like red earth, Bose, Guangxi, south China. *Palaeogeography, Palaeoclimatology, Palaeoecology*; **Bae, C.J.**, 2017. Review of: M.E. Byington's *The Ancient State of Puyo in Northeast Asia* (2016), Harvard University Press. *China Review International* 22, 180-182.; **Bae, C.J.**, Douka, K., Petraglia, M.D., 2017. Multidisciplinary Perspectives on the Human Evolution in Late Pleistocene Asia: Introduction to Supplement X. *Current Anthropology*; **Bae, C.J.**, 2017. Late Pleistocene human evolution in eastern Asia: Behavioral perspectives. *Current Anthropology*; Seong, C.T.; **Bae, C.J.**, 2016. The eastern Asian "Middle Paleolithic revisited: A view from Korea. *Antiquity* 90, 1151-1165; **Bae, C.J.**, Guyomarc'h, P., 2015. Potential contributions of Korean Pleistocene hominin fossils to paleoanthropology: A view from Ryonggok Cave. *Asian Perspectives* 54(1), 21-57.; **Bae, C.J.**, 2014. Pleistocene cave sites in Korea: Importance to paleoanthropology? In: Sanz, N. (Ed.), *Human Origin Sites and the World Heritage Convention in Asia*, HEADS 3. Paris, UNESCO, pp. 145-155.
AREA COURSES TAUGHT: ANTH 460 and 660 (Asian Paleoanthropology)
FIELD RESEARCH EXPERIENCE: Korea, China, Japan
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: 2012 University of Hawai'i Board of Regents' Medal for Excellence in Research

BAIK, Tae-Ung **APPOINTED:** 2011, tenured **K**

TITLE/DEPARTMENT: Professor, Law; Director, Doctor of Juridical Science (SJD) Program
EDUCATION: JSD, Notre Dame, 2009; LL.M., Notre Dame, 2000, LL.B., Seoul National University College of Law, Republic of Korea, 1990

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5); Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: International human rights law, comparative law, Korean law, Asian legal systems

RECENT PUBLICATIONS: *Seeking the Human Rights Community in Asia (Asia Ingwon Gongdongchereul Chajaseo: Jiyok Ingwon Chejeeui Baljeongua Jeonmang)* (Changbi Publishers Inc. 2017); *Establishing Northeast Asian Network to Enhance the Human Rights Protection in Criminal Process (Hyeongsajeolchasang Inkwonbojang Jeungjineul Uihan Dongbukajiyeok Hyeopryeokchegye Guchukbangan)* (Korean Institute of Criminology, 2015) [with Han-Kyun Kim and Jee-Young Yun]; *Emerging Regional Human Rights Systems in Asia* (Cambridge University Press, 2012); "Non-judicial Punishments of Political Offenses in North Korea - With a Focus on Kwanriso", 64 *American Journal of Comparative Law* 891 (2016); "Case Commentary: Undocumented Workers May Establish Trade Unions in South Korea", 2 *International Labor Rights Case Law* 162 (2016); "False Statements of Fact under the Public Official Election Act and the Principles of Reckless Disregard of Material Facts (Gongjickseongeobeopsang Heouisasil Gongpyowa Mipiljeok Goeuieui Beopri)", 49 *Korean Journal of Law and Society (Beopgua Sahoi)* 271 (2015); "Stabilizing Democracy and Human Rights Systems in South Korea," 35 *University of Hawai'i Law Review*; *Human Rights Cooperation in East Asia*, in *Cooperation and Challenges of the Asia Pacific Era* (Korean Global Foundation ed., Urisidae, 2013)

AREA COURSES TAUGHT: Intl Human Rights Advocacy, Law & Society in Korea; Human Rights in Asia; Comparative Law; Criminal Procedure-A Comparative Perspective; Asian Legal System; Transnational Law.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: South Korea 2017, 2016, 2015, 2014, 2013

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

BARONI, Helen J. **APPOINTED:** 1993, tenured **J**

TITLE/DEPARTMENT: Professor, Religion

EDUCATION: PhD (Religion) Columbia, 1993; MPhil (Religion) Columbia, 1990; MDiv (Theology) Princeton, 1984; BA Grinnell College, 1981

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: East Asian Buddhism, Japanese and Chinese religions, Obaku Zen, new religions/cults

RECENT PUBLICATIONS: *Love, Roshi: Correspondence between Robert Baker Aitken and his Distant Correspondents*. Albany: SUNY Press, 2012; *Iron Eyes; The Life and Teachings of the Obaku Zen master Tetsugen Dōkō* Albany, NY: SUNY Press 2006; *An Illustrated Encyclopedia of Zen Buddhism*. New York: Rosen Publishing, 2002; *Obaku Zen: The Emergence of a Third Sect of Zen in Tokugawa Japan*. Honolulu: UH Press, 2000

AREA COURSES TAUGHT: REL204 Understanding Japanese Religions, REL661C Seminar in Japanese Religions, REL 207 Understanding Buddhism, REL308 Zen/Ch'an Buddhist Masters, REL333 Cults & New Religions, REL475 Seminar on Buddhism, REL695 Topics in Religion: New Religions

FIELD RESEARCH EXPERIENCE: In Japan 1993, 1995, 1997

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: Japan Foundation Dissertation Fellowship, Weatherhead Fellowship.

BAZZELL, Tokiko Y.

APPOINTED: 1999, tenured

J

TITLE/DEPARTMENT: Japan Studies Librarian, Asia Collection, Library

EDUCATION: MLIS (Library & Information Science) Catholic U of America, 1994; MA (TESL/Linguistics) Southern Illinois U at Carbondale, 1982; BA Tokyo Woman's Christian U, 1978

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

SPECIALIZATIONS: Library science and management; Japan Collection development and management; Reference services; Information literacy; digital technology

RECENT PUBLICATIONS: "Okinawa Resources without Borders: My partnership experience on the Sakamaki/Hawley Collection digitization project" in Proceedings of the *The World of the Sakamaki/Hawley Collection*, 2015 Conference (pp. 9-46). Okinawa Japan. 2017, 太平洋の楽園で勉強や研究? Taiheiyo no rakuen de benkyo ya kenkyu? (Can we study and research in Paradise?) In *世界の大学をめざせ! Sekai no daigaku o mezase! (Go for universities in the world!)*, by Daikichi Mitake. 2016, "Hawai Daigaku Toshokan kara ハワイ大学図書館から (From the University of Hawai'i at Manoa Library) "Shibusawa Eiichi Kinen Zaidan no Chosen 渋沢栄一記念財団の挑戦 (Challenges from the Shibusawa Eiichi Memorial Foundation). pp. 253-254. edited by the Shibusawa Eiichi Memorial Foundation. Tokyo: Fuji Shuppan. 2015, "Kaigai kara mita Nihon no senmon toshokan: Beikoku kara mo riyosasetekudasai. (Observations about Japan Special Libraries from a U.S. Perspective)" *Senmon Toshokan 専門図書館 Journal of Japan Special Libraries*, 268, pp. 8-14, 2014, "Digital Denki Shiryo: The Space beyond the Information Door, " pp. 228-229 in *Rediscovering Shibusawa Eiichi in the 21st Century*, edited by Gil Latz, Tokyo: Shibusawa Eiichi Memorial Foundation, 2014.

FIELD RESEARCH EXPERIENCE: Annual trips to Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Stanley Kaizawa Digitization 3-yr-project grant (2016-19), University Research Council Faculty Travel Award (2017, 2015), AAS Northeast Asia Council Grant (2015), Sakamaki/Hawley Collection Digitization grant (2014-15), Member on North American Coordinating Council on Japanese Library Resources Cooperative Collection Development Working Group (2011-present).

BOOTH, Charles

APPOINTED: 2006, tenured

C

TITLE/DEPARTMENT: Professor, Law; Director, Institute of Asian-Pacific Business Law

EDUCATION: JD, Harvard, 1984; BA, Yale, 1981

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 0

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (1)

RESEARCH/TEACHING SPECIALIZATIONS: International & Comparative insolvency and commercial law, with focus on Hong Kong and China

RECENT PUBLICATIONS: **C.D. Booth**, Stephen Briscoe & Edward Tyler, *Hong Kong Corporate Insolvency Manual* (3rd edition) (2015) (Hong Kong: LexisNexis); **C.D. Booth** & Edward Tyler (2010) *Hong Kong Personal Insolvency Manual* (2nd edition) (Hong Kong: HKICPA); Jay Westbrook, **C.D. Booth**, Christoph Paulus & Harry Rajak. (2010). *A Global View of Business Insolvency Systems* (World Bank & Martinus Nijhoff Publishers)

AREA COURSES TAUGHT: Asian-Pacific Insolvency Law, Second Year Seminar

FIELD RESEARCH EXPERIENCE: Beijing (Beida), Shanghai, 2013

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: Carlsmith Ball Faculty Scholar (10/12-7/14); Max Kade Visiting Professor, Bucerius Law School, Hamburg, Germany (2016); Justice & the UNCITRAL Regional Center for Asia and the Pacific (2016).

BROWN, Ronald C. **APPOINTED:** 1980, tenured **C**

TITLE/DEPARTMENT: Professor, Law

EDUCATION: LLM U Michigan, 1970; JD U Toledo, 1968; BS U Toledo, 1965

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (2)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese law, Asian International and Comparative Labor Law, and U.S.-China Labor & Employment Law

RECENT PUBLICATIONS: Made in China 2025: Implications of Robotization and Digitalization on MNC Labor Supply Chains and Workers' Labor Rights in China, 9 *Tsinghua China L. Rev.* 1 (2017); Up and Down the MNC Global Labor Supply Chain: Making Remedies that Work in China, 34 *UCLA Pac. L. J.* 103 (2017); Chinese "Workers without Benefits," 15 *Univ. Richmond J. Global Law & Business L. J.* 21 (2016); China-U.S. Implementation of ILO Standards by BITs and Pieces (FTAs), ch.6, *Fundamental Labour Rights in China - Legal Implementation and Cultural Logic*, (eds. Liukkunen, Ulla, Chen, Yifeng (Eds.) (Springer 2016); "Measuring China's Social Insurance Law Under International Standards of International Labour Organization and Influences of Social Dimension Provisions of Free Trade Agreements and Bilateral Investment Treaties" 45 *Hong Kong Law Journal* 651 (2015); Collective Bargaining in China: Guangdong Code a Harbinger of National Model? 4 *China EU Law Journal* 135 (2015); *East Asian Labor & Employment Law: Intl & Comparative Context* (Cambridge 2012; paperback 2014)

AREA COURSES TAUGHT: LAW 556 Asian Comparative Labor Law; LAW 586 Chinese Law; U.S.-China Comparative Labor Law

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: Dir. of the Center for Chinese Studies, 2000-06; Fulbright Distinguished Scholar 2004-05 at Peking U. and Tsinghua U. Law Schools; Foreign Adviser to Beijing U. graduate law program. Appointed Editorial Board Member, *International Labor Rights Case Law (ILaRC)*, The Hague Institute for Global justice 2015-

BROWN, Shana **APPOINTED:** 2003, tenured **C**

TITLE/DEPARTMENT: Chair and Associate Professor, Department of History

EDUCATION: PhD UC Berkeley, 2003; MA UC Berkeley, 1997; BA Amherst College, 1993

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 9

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (4), Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: 19th & 20th c. Chinese Hist.; Cul. & Intellectual Hist.

RECENT PUBLICATIONS: (2017) "Duanfang," *Grove Encyclopedia of Art*; (2013) *Antiquarianism & Sino-Japanese Rivalry: Yang Shoujing in Meiji Japan. The Role of Japan in Modern Chinese Art*, ed. Joshua Fogel. Berkeley: U. of California, 69-83; (2012) Sha Fei, the Jin-Cha-Ji Pictorial, and the Documentary Style of Chinese Wartime Photojournalism. *History in Images: Picture & Public Space in Modern China*, ed. Christian Henriot & Wen-hsin Yeh. Berkeley: Institute of East Asian Studies China Research Monograph 66, 55-80; (2011) *Pastimes: From Art and Antiquarianism to Modern Chinese Historiography*. U. of Hawai'i Press; (2011) What is Chinese About Ancient Artifacts? Oracle Bones & the Transnational Collectors Hayashi Taisuke & Luo Zhenyu. *Collecting 'China': The World, China, & a Short History of Collecting*, ed. Vimalin Rujivacharakul. Newark: U. of Delaware Press: 63-72; (2009) *Chinese Women as Collectors & Bibliophiles at the Turn-of-the-Century*.

AREA COURSES TAUGHT: Grad Sems in Chinese Historical Lit. & Mod. Chinese Hist.; Chinese Intellectual Hist.; People's Republic of China; 20th c. China; China's Foreign Relations; Women in EA

FIELD RESEARCH EXPERIENCE: 1993-94, 1999-00, 2006, 2012, 2016 (PRC); 1996-97 (Taiwan)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

DISTINCTIONS: University Research Council Grant, Fulbright-Hays

BUI, Tung

APPOINTED: 1997, tenured

C

TITLE/DEPARTMENT: Matson Prof. of Global Business, Dept. of Info. & Tech. Mgmt, Shidler College of Business; Faculty Dir. of the Vietnam Executive MBA Prgm

EDUCATION: PhD, New York U. (1986); PhD, U Fribourg (1980); B.A., U Fribourg (1974)

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 25

FOREIGN LANGUAGE(S): [5=native or near native; 1= beginner] Vietnamese (5), French (5), Cantonese (3), German (3), Italian (3)

RESEARCH/TEACHING SPECIALIZATIONS: E-commerce in East Asia, the impact of the World Trade Organization on East Asia, climate change adaptation and crisis management

RECENT PUBLICATIONS: “Emergency Response Travel Facilitation for Personnel, Goods & Equipment in Times of Crisis: A Stocktaking Study prepared for the APEC Emergency Preparedness Workgroup (EPWG)” funded by USAID, 2013 APEC publication; Lee J. & Bui, “A Stakeholder Approach to Understanding the High-Speed Rail Policy in China,” Proceedings of the IFIP 7.6 Workshop on Complex Modeling, Aachen, Germany, 8/2012

AREA COURSES TAUGHT: ITM385 Intro. to E-commerce (E-readiness in EA/Global Issues with focus on Asia); ITM704 Doctoral Seminar on Globally Distributed Work – Discuss outsourcing strategies & impacts with China, Vietnam, the Philippines and India.

FIELD RESEARCH EXPERIENCE: China, Taiwan, Hong Kong annually since 1997

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 35%

DISTINCTIONS: 2011 National Medal from Vietnam’s Ministry of Education and Training

CARLILE, Lonny E.

APPOINTED: 1994, tenured

J

TITLE/DEPARTMENT: Director, CJS & Associate Professor, Asian Studies/CJS, SPAS

EDUCATION: PhD (Poli. Sci.) UC Berkeley, 1989; MA (Poli. Sci.) Kyushu U, 1979; BA UHM, 1974

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 26

FOREIGN LANGUAGE(S): [5=native or near native; 1= beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Political-economy of Japan

RECENT PUBLICATIONS: “Foreword to the English Language Edition” and translator of Sin Chubaek, “The Making of *A History to Open the Future* as Observed by a South Korean Participant” In The China-Japan-Korea Common History Text Tri-National Committee, ed., *A History to Open the Future* (Honolulu: University of Hawai‘i School of Pacific and Asian Studies, 2015); *Putting Okinawa at the Center* (editor) Online Course Reader (http://www.japanfocus.org/course_readers) (2014); “The Post-industrialization of the Developmental State” in C. Gerties and T. George, eds., *Japan Since 1945: From Postwar to Post-Bubble* (London: Bloomsbury, 2013); “The Labor Movement” in Alisa Gaunder, ed., *Routledge Handbook of Japanese Politics* (London and New York: Routledge, 2011); “The Evolution of ‘Area Studies’ in Japan” In T. Wesley-Smith and J. Goss, eds., *Changing Places: Critical Perspectives and Pedagogies In Asia Pacific Studies* (UH Press, 2010).

AREA COURSES TAUGHT: ASAN 312 Contemp. Asian Civ.; ASAN 320J Asian Nation: Japan; ASAN 320O Asian Nation: Okinawa; ASAN 462 Contested Issues in Contemp. Japan; ASAN 482 Political Econ. of Japan; ASAN 491 Topics in Asian Studies; ASAN 600J Scope & Methods Japan; ASAN 620 Contemporary Asia; ASAN 629 Asian Security Cultures; ASAN 750J Rsch Seminar Japan

FIELD RESEARCH EXPERIENCE: Annual visits to Japan from 1989 to 2018

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Ford Foundation Research Project; Freeman Foundation Grants; Japan Foundation Japan-America Collegiate Exchange Travel Grant; Japan Foundation/UH Center for Okinawan Studies Research Grant; Japan-America Collegiate Travel Exchange Program Award; Japan Foundation US-Southeast Asia-Japan Collaboration and Exchange Initiative Grant; Japan-US Friendship Commission Research Grant; Kakehashi Short Term Invitation Program, UH University Research Council (URC)

CHAI, Sun-Ki

APPOINTED: 2001, tenured

K

TITLE/DEPARTMENT: Professor, Sociology

EDUCATION: PhD (Political Science) Stanford, 1994; MS (Computer Science), Stanford, 1984; BS, Stanford, 1983.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 6

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (4)

RESEARCH/TEACHING SPECIALIZATIONS: East Asian Development, Race and Ethnicity, Formal Modeling and Simulation, Social Media Mining and Analysis

RECENT PUBLICATIONS: **Chai, S. K.**, Dorj, D. Hampton, K., and Liu, M., The role of public goods and other experiments. *PS: Political Science and Politics* 44:4 (2011), 740-744. **Chai, S. K.** & Rhee, M. (2010). Confucian capitalism and the paradox of closure and structural holes in East Asian firms. *Management and Organization Review*, 6(1), 5-29; **Chai, S. K.**, Liu, M., & Kim, M. (2009). Cultural Comparisons of Beliefs and Values: Applying the Grid-Group Approach to the World Values Survey. *Beliefs and Values*, 1(2), 193-208; (2011). *Social Computing, Behavioral-Cultural Modeling & Prediction*. John Salerno, Shanchieh Jay Yang, Dana Nau, **Sun-Ki Chai**, Eds., *Advances in Social Computing*. Springer, Berlin Heidelberg.

AREA COURSES TAUGHT: Asian Development (SOC 751), Sociology of Korea (SOC 358)

FIELD RESEARCH EXPERIENCE:

TIME (%) DEVOTED TO RESEARCH, TEACHING AND ADVISING: 70%

DISTINCTIONS: University of Hawai'i Chancellor's Award for Excellence in Teaching, 2004-2005. Recent Grants: Social Computing, Behavioral-Cultural Modeling, and Prediction Conference; Office of Naval Research. Developing Cultural Analysis and Sociological Network Theory for Understanding Virtual Communities and Their Intrinsic Relationships on the Web, Air Force Office of Scientific Research. Online Social Behaviors and Prediction of their Implications for the Physical World. Office of Naval Research (Human Social Culture Behavior Modeling Program). Coherence-Based Modeling of Cultural Change and Political Violence (CCPV). Air Force Office of Scientific Research. Integrated Lab for the Computer-Mediated Study of Culture. Office of Naval Research Defense University Research Instrumentation Program (DURIP)

CHANG, Erica Soonyoung

APPOINTED: 1991, tenured

K

TITLE/DEPARTMENT: Librarian, Hamilton Library

EDUCATION: MA (Asian Studies) U Hawai'i, 2012; MLIS U Hawai'i, 1989; BA, Keimyung U, Korea, 1985.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Re-examining the collaborator issue by reviewing the internal logic of conversion and fluid self-identity in Korea

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual visits to Korea

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Member of UHM Library "Hall of Fame" for creating bibliographic and authority records for Korean language materials (monographs, serials, AV materials, maps, electronic resources)

CHANG, Rosita P.

APPOINTED: 2000, tenured

C

TITLE/DEPARTMENT: Professor of Finance, Shidler College of Business

EDUCATION: PhD (Finance) U Pittsburgh, 1982; MBA U Pittsburgh, 1977; BA Mills College, 1976.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 14

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese capital markets and financial institutions; Asian corporate governance systems

RECENT PUBLICATIONS: Pamela Chow, Stacy-ann Miyashiro, **R.P. Chang**, Barbara Watanabe, Dean Nushida. (2013). Effectiveness of Peer Educators in Delivering Financial Literacy Information. *Proceedings of AFCPE Symposium*; **R.P. Chang**, Jack DeJong, Qianqiu Liu, John Robinson, and Jack Suyderhoud. (2013). The Cost of Guaranteed Income: A Consumer-Oriented Approach to Considering the Value Proposition of Variable Annuities with Guaranteed lifetime Withdrawal Benefit Riders. *Proceedings of Academy of Financial Services Conference*; Qianqiu Liu, **R.P. Chang**, John Robinson, and Jack DeJong. (2011). Are Lifecycle Funds Getting a Bum Rap? A Comprehensive Comparison of Lifecycle versus lifestyle Retirement Strategies from Accumulation through Withdrawal. *The Journal of Wealth Management*, 14(2), 68-84

AREA COURSES TAUGHT: Sustainable Development in East Asia

FIELD RESEARCH EXPERIENCE: Travel to Korea, China, Taiwan, and other Asia-Pacific countries for paper presentations at international conferences and forums. Annual visits to countries in EA.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING, AND ADVISING: 50%

DISTINCTIONS: CFP Board of Standards Best Paper Award, Academy of Financial Services, October 2008; InFRE Best Paper Award, Academy of Financial Services, October 2010

CHANG, Sumi

APPOINTED: 2009, untenured

K

TITLE/DEPARTMENT: Instructor of Korean, EALL

EDUCATION: PhD (Korean) U of Hawai'i, 2014; MA (ESL) U of Hawai'i, 2004; MA (Counseling and Educational Psychology) Rhode Island College, 1991; BA (Polsc and Diplomacy) Yonsei Univ., 1983.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), English (5), Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Korean sociolinguists, teaching Korean as a foreign language from beginning to advanced levels.

RECENT PUBLICATIONS: **Chang, S.** (2013a). Korean honorific sentence ending, *-pnita*. In S.-O. Sohn, S. Cho, & S.-H. You (Eds.), *Studies in Korean linguistics and language pedagogy: Festschrift for Ho-min Sohn*. (pp. 25-52). Seoul: Korea University Press. **Chang, S.** (2013b). *Kyoyuk ceyto* [Education system]. In H.-m. Sohn & S. Y. Cheon (Eds.), *Hankwuk Mwuwhwa-uy Yihay [Essentials of Korean Culture]* (pp. 171-202). Seoul: Korea University Press; **(Also appears in English translation:** Chang, S. (2014b). Education system. In H.-m. Sohn, S. Y. Cheon, & H.-J. Jeong (Eds.), *Essentials of Korean Culture* (pp. 143-169). Seoul: Korea University Press. **Chang, S.** (2012). Approaching L2 listening comprehension for advanced learners: Using reading as a pre-listening task. *The Korean Language in America: Journal of the American Association of Teachers of Korean, Special Issue*. 166-186. Lee, S.-K. & **Chang, S.** (2005). The learner involvement in self- and peer-assessment of task-based oral performance. *Language Research [Ŏhak Yŏngu]*, 41(3), 711-735.

AREA COURSES TAUGHT: KOR 101 Elementary Korean; KOR 301 and 302 Third Level Korean I and II; KOR 403 and 404 High-Advanced Korean I and II; KOR 420 Korean Composition, KOR 421 and 422 Media Analysis in Korea I and II; KOR 622 Comparative Studies of S. and N. Koreaa; KOR 623 Interdisciplinary Research in Korean

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual visits to Korea

TIME (%) DEVOTED TO EA RESEARCH, TEACHING, AND ADVISING: 100%

PEDAGOGICAL APPROACH: Task-based, content-based

CHEN, Qimei

APPOINTED: 2001, tenured

C

TITLE/DEPARTMENT: Jean E. Rolles Distinguished Professor, Associate Dean for Academic Affairs, Shidler College of Business

EDUCATION: PhD UM Twin Cities, 2001; MA, UM Twin Cities, 1999; BA Nanjing Normal U, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Cross-cultural consumer behavior; Internet marketing; Marketing Strategy, Innovation, Knowledge Transfer

RECENT PUBLICATIONS: With Linlin Zhu, Yi He and Miao Hu (forthcoming) "It's the Thought that Counts: The Effects of Construal Level Priming and Donation Proximity on Consumer Response to Donation Framing," *Journal of Business Research*; He, Yi, Qimei Chen, Ruby P. Lee, Yonggui Wang, and Attila Pohlmann (2017), "Consumers' Role Performance and Brand Identification: Evidence from a Survey and a Longitudinal Field Experiment," *Journal of Interactive Marketing*, 38, 1-11; with Yi He and Dana L. Alden. (2012). Social Presence & Service Satisfaction: The Moderating Role of Culture Value-Orientations. *Journal of Consumer Behavior*, 11(2), 170-176

AREA COURSES TAUGHT: MKTG 690: Advanced Seminar in Marketing: Chinese Marketing System; MKT 702: Cross-Cultural Consumer Behavior Ph.D. Seminar

FIELD RESEARCH EXPERIENCE: Fudan U, 2005; Hong Kong Baptist U 2009

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 40%

DISTINCTIONS: 2017 Prof. of the Semester, Distance Learning Executive MBA Prgm; 2016 Shirley M. Lee Research Award, Shidler College of Business; 2014 Best Short Course, Society for Medical Decision Making, 15th Biennial European Mtg, Belgium; 2014 Shirley M. Lee Research Award, Shidler College of Business; 2013 Winner of the *J. of Consumer Research* Best Article Award; 2009 University Fellow, Hong Kong Baptist U.; 2008 S. Tamer Cavusgil Award from American Marketing Association; Shirley M. Lee Research Award from Shidler College of Business 2007; UH CBA Distinguished Research Award 2004-05; UH CBA Faculty Productivity Grant 2005; UH CBA Faculty Research Grant; CIBER Research Grant 2001-05; Marketing Science Institute Research Award 2003; Dragon 100 Young Chinese Leaders Award

CHENG, Baoyan

APPOINTED: 2008, tenured

C

TITLE/DEPARTMENT: Associate Professor, College of Education

EDUCATION: EdD Harvard, 2007; MA U. of MD, 2001, Wuhan U, 1999; BA Wuhan U of Tech., 1996

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Comparative /Intl Education with a focus on China

RECENT PUBLICATIONS: Cheng, B., Fan, A., Liu, M. (2017). Trends, reasons & impacts of international student mobility: A Chinese perspective. *Frontiers of Education in China*, 12(3); Feng, T. & Cheng, B. (2017). The dilemma, solutions & trends of student loans in the U.S. *Studies in Foreign Education*, 44(4): 18-29. (In Chinese); Feng, T. & Cheng, B. (2016). An empirical study on the effect of individual donation on financially needy students. *Education & Economy*, 6: 65-70. (In Chinese); Feng, T. & Cheng, B. (2016). Public donation & gov't matching policy in America. *Higher Education Exploration*, 11: 39-45. (In Chinese); Yang, L., Cheng, B. & Xu, Di (2015). Filial piety & traditional Chinese rural community: An alternative ethical paradigm for modern aging societies. In Roger T. Ames & Peter D. Hershock (Eds.), *Value & Values: Economics & Justice in an Age of Global Interdependence*. Honolulu, HI: U. of Hawai'i Press; Yang, P. & Cheng, B. (2013).

AREA COURSES TAUGHT: EDEF 669 Intro to Comp/Intl Ed; EDEF 671 Topics in Comparative Ed

FIELD RESEARCH EXPERIENCE: Research in China Dec. 2014-May 2015, 2016, 2017

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

CHENG, Chung-ying

APPOINTED: 1963, tenured

C

TITLE/DEPARTMENT: Professor, Philosophy

EDUCATION: PhD Harvard, 1963; MA U. Washington, 1958; BA National Taiwan U, 1956

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 25

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5), French (2)

RESEARCH/TEACHING SPECIALIZATIONS: Metaphysics; Moral Phil; Chinese Logic; I Ching Phil; Confucian & Neo-Confucian Phil; 20th & Contemporary Chinese Phil; Onto-hermeneutics of Dao and Qi; Ethics & Political Phil. East and West

RECENT PUBLICATIONS: Contemporary Chinese Phil, Theory of Confucian Phil, Creating Harmony, Ontology & Interpretation (in Chinese, 8 volumes). Beijing: Sanlian Publishers, 1999-2011; Collected Papers of Chung-ying Cheng (4 volumes). The Collected Papers of Chung-ying Cheng (10 volumes) (2017)

AREA COURSES TAUGHT: PHIL370 Chinese Phil.; PHIL406 Intro to Ch'an Buddhist Phil.; PHIL607 EA Phil.; PHIL671 Neo-Confucianism; PHIL770 Sem in Chinese Phil.; PHIL449 Kant & Confucianism; PHIL771 Sem in Yijing Phil. and other Chinese Phil. courses in classical Confucianism & Daoism; PHIL212 Ancient Phil. (Greek & Chinese); PHIL308 Phil. of Science; PHIL304 Metaphysics

FIELD RESEARCH EXPERIENCE: Annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: National Science Foundation grant, Pacific Culture Foundation grant, Tang Yongtong Special Lectures at Peking U., Fulbright Research Grant. Doctoris Honoris from Far Eastern Inst of Russian Sciences Academy in Moscow. Two Prizes from two Yijing Conferences, One Award from the well-known Academic Journal: Wen-Shi-Zhe (Literature-History-Philosophy) in Shandong. Award of Excellence in Chinese Cultural Communication in China (2016), Award of Yijing Achievement (2015)

CHEON, Sang-Yee

APPOINTED:2005, tenured

K

TITLE/DEPARTMENT: Assoc Professor of Korean, and Dir of Korean Language Flagship Program

EDUCATION: PhD U Hawai'i 2005; MA Sookmyung Women's 1992; BASookmyung Women's 1990

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 46

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), French (1), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Korean Linguistics; Second Language Phonology; Phonology/Phonetics Interface; Lang & Culture of Korea through Media

RECENT PUBLICATIONS: "The Design, Implementation & Eval. of Korean K-12 Teacher Training Wkshps" *J. of Ntl Council of Less Commonly Taught Lang*, 21, 145-166 (2017); With Kyoungwon Oh, "Motivational Orientations & Variables of Korean Learners." *Korean Lang in America*, 20 (2), 131-151 (2016); With Kyoungwon Oh. "Learners' motivation & strategies of successful learning in academic Korean." *Proceedings of 26th Intl. Assoc. for Korean Lang Edu Annual Conf.*, 452-459 (2016); With Kyoungwon Oh. "Lang Anxiety & Variables of Korean Learners in an American College Setting." *Proceedings of 25th Intl. Assoc. for Korean Lang. Edu Annual Conf.*, 166-176 (2015); With Takeshi Nozawa, "The identification of stops in a coda position by native speakers of American Eng, Kor & Jpn" *J. of Phonetic Society of JPN*, 18, 13-27 (2014); "Family & Gender" In H. Sohn, S. Cheon & H. Jeong (Eds), *Essentials of Korean Culture*. Korea U. Press (2014); "Performing Arts" In H. Sohn, S. Cheon & H. Jeong (Eds), *Essentials of Korean Culture*. Korea U. Press (2014).

AREA COURSES TAUGHT: KOR421 Media Analysis in Korean; KOR480 Korean Proficiency through Film; KOR486K Korean for Academic Purposes; KOR632 Korean Phonology & Morphology.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual visits to Korea

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: UH Regents' Medal for Excellence in Teaching, 2009

PEDAGOGICAL APPROACH: Content-based instruction (CBI)

CLAYTON, Cathryn H. **APPOINTED:** 2009, tenured **C**

TITLE/DEPARTMENT: Associate Professor and Chair, Asian Studies, SPAS

EDUCATION: PhD (Anthropology) UC Santa Cruz, 2001; MA UC Santa Cruz, 1995 (Anthropology); MA (East Asian Studies) Stanford University, 1992; BA (Anthropology) Williams College, 1988

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGES: [5=native or near native; 1=beginner] Mandarin (4), Cantonese (4), Italian (3), Portuguese (2), French (2).

RESEARCH/TEACHING SPECIALIZATIONS: Chineseness, sovereignty, diaspora, nationalism, kinship and ethnicity, China's Cultural Revolution.

RECENT PUBLICATIONS: "Mixing Blood and Race: Representations of Hunxue'er in Contemporary China." In Farida Fozdar and Zarine Rocha, eds., *Mixed Race in Asia: Past, Present and Future*, pp. 35-51. Routledge (2017); Lam, Agnes, and Cathryn Clayton. "Macau One Two Three: Evaluating Macau's 'Cultural Revolution'." *Modern China Studies* 23(2):163-186 (2016); "Macao Local, Macao Global?" In Eilo Yu and Ming K. Chan (Eds.), *China's Macao Transformed: Challenge and Development in the 21st Century*. City University of Hong Kong Press, (2014); *Sovereignty at the Edge: Macau and the Question of Chineseness*. Cambridge: Harvard University Asia Center (2010)

AREA COURSES TAUGHT: ASAN 312: Contemporary Asian Civilizations; ASAN 320C Asian Nation Study: China; ASAN 650 Marriage and the Family in East Asia; ASAN 627 Ethnic Nationalism in Asia; ASAN 750 Research Seminar in Asian Studies: China.

FIELD RESEARCH EXPERIENCE: China, Macau, Hong Kong, Annual trips.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: 2010 Francis L. K. Hsu Prize for Best New Book in East Asian Studies, awarded by the Society for East Asian Anthropology; Grants from NSF, Wenner-Gren Foundation for Anthropological Research, Social Science Research Council, Instituto Cultural de Macau, Chung-fong & Grace Ning Chinese Studies Fund, FLAS, UH-Mānoa University Research Council

CONNER, Alison W. **APPOINTED:** 1995, tenured **C**

TITLE/DEPARTMENT: Professor of Law

EDUCATION: PhD Cornell, 1979; JD Harvard Law, 1973; MA Cornell, 1970; BA U Florida, 1967

FOREIGN LANGUAGE(S): [5=native or near, 1=beginner] Mandarin (4); French (3); Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Representations of law in Chinese movies; Chinese legal history (Republican period); PRC law and legal development; Hong Kong and Taiwan legal issues

RECENT PUBLICATIONS: "Courtroom Drama, Chinese Style," 12 *Journal of Comparative Law* 2017. "Law & Justice in Evening Rain," 47 *Hong Kong Law Journal* 615 (2017).; "Reflections on the Comparative Law School of China," 13 *Soochow Law Journal* 1 (2016); "The Lawyer Who Haunts Us: Yin Zhaoshi & the Bright Day," 54 *American Journal of Legal History* 429 (2014).; Images of Justice (and Injustice) in the Movies of Xie Jin, *Hawai'i Law Review* (2013).; "Training China's Lawyers: Enduring Influences and Disconnects. *Legal Development in East Asia: China and Vietnam Compared* (Routledge), also in Stanley Lubman (Ed.), *The Evolution of Law Reform in China: An Uncertain Path* (2012)

AREA COURSES TAUGHT: LWPA 586/ASAN 686 Law & Society in China; LWPA 578 Chinese Business Law

FIELD RESEARCH EXPERIENCE: 16 years in Hong Kong, Taiwan, China. Several visits per year.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

DISTINCTIONS: Distinguished Fulbright prof. 2004; UH Chancellor's Citation for Meritorious Teaching, 2002, 2011; Outstanding Professor of Law 2001, 2010; Woodrow Wilson Center Fellowship; Chiang Ching-kuo Senior Scholar Grant

COOK, Haruko M. **APPOINTED:** 1989, tenured **J**

TITLE/DEPARTMENT: Professor of Japanese, EALL

EDUCATION: PhD (Linguistics) USC, 1988; MA (Linguistics) CA State U Long Beach, 1978; BA (English) Sophia U, 1972; BA (History) Sophia U, 1970

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native speaker; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese linguistics, sociolinguistics., discourse analysis, & pragmatics

RECENT PUBLICATIONS: Saito, Junko and Cook, Haruko M. (2017). Directives in workplace discourse. In B. Vine (ed.), *The Routledge Handbook of Language in the Workplace*. New York: Routledge, pp. 203-215.; Cook, Haruko, M. and Burdelski, Matthew (2017). Language socialization in Japanese. In P. Duff (ed.), *Encyclopedia of Language and Education: Language Socialization*. New York: Springer, pp. 309-321.; Cook, Haruko, M. and Burdelski, Matthew (2017). (Im)politeness: Language socialization. In J, Culpeper, M. Haugh, and D. Kádár (eds.), *Handbook of Linguistic (Im)politeness*. New York: Palgrave Macmillan, pp. 461-488.; Cook, Haruko, M. (2016). Adult L2 learners' acquisition of style shift: The *masu* and plain forms. In M. Minami (ed.), *Handbook of Japanese Applied Linguistics*. Berlin: Mouton de Gruyter, pp. 151-174.; Burdelski, Matthew and Cook, Haruko M. (2013). Formulaic language in language socialization. *Annual Review of Applied Linguistics* 32: 173-188.; Cook, Haruko M. (2013). A scientist or salesman? Identity construction through honorifics on a Japanese shopping channel program. *Multilingua* 23(2): 177-202.

AREA COURSES TAUGHT: JPN 370 Lang in Jpn Society, JPN, JPN 407D Academic & journal texts, JPN475 Intro to Jpn Sociolinguistics, JPN 633 Jpn Sociolinguistics, JPN 730S Rsrch Sem in Jpn Linguistics

FIELD RESEARCH EXPERIENCE: annual visits to Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: JSPS funding (2012-2014, 2015-2017)

PEDAGOGICAL APPROACH: Performance-based

CURRY, Stewart A. **APPOINTED:** 1995, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: PhD (Japanese Linguistics) U Hawai'i, 2004; MA (Japanese) U Hawai'i, 1991; BA (Slavic Languages and Literature [Russian]) UC Berkeley, 1987

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4), Spanish (2), French (2), Korean (1), Portuguese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese and Okinawan language and pedagogy; Japanese and Ryukyuan language history; language contact and dialectology, language documentation, lexicography

RECENT PUBLICATIONS: *Okinawan-English Wordbook*, editor (Honolulu: UH Press, 2006)

AREA COURSES TAUGHT: Elementary, Intermediate, and Third-year Japanese, Introduction to Japanese Linguistics, Okinawan Language and Culture

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Multi-pronged: structural competency-based elements integrated with performance-oriented task and communicative work; oral proficiency testing experience; attended OPI workshops, UHM 1998-99

DAVIS, Edward L. **APPOINTED:** 1993, tenured **C**

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: PhD (Chinese History) UC Berkeley, 1993; MA UC Berkeley 1981; BA Harvard, 1976

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (4), Japanese (4), French (4), Mongolian (3), Manchu (3)

RESEARCH/TEACHING SPECIALIZATIONS: Middle-Period Chinese History, Chinese Religions

RECENT PUBLICATIONS: “The Revenge of Han Xin: A Taoist Mystery” (Beijing: EFEO, 2005) Documentary 90 min; *Encyclopedia of Contemporary Chinese Culture* (London: Routledge, 2005); *Society and the Supernatural in Song China* (UH Press, 2001)

AREA COURSES TAUGHT: HIST 311-312 History of China, 416-417 (Chinese Intellectual History), 495 (Chinese Traditional Government), HIST 661C Topics in Chinese History: Middle Period, 721 China – Classic Antiquity to 750

FIELD RESEARCH EXPERIENCE: Study and research in Taiwan 1977-78; Tokyo 1981-83; ties to Toyo Bunko (Oriental Library of the National Diet Library), Tokyo; frequent trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: *Encyclopedia of Contemporary Chinese Culture*: “Best of Reference”, New York Public Library, 1995

DI, Xu **APPOINTED:** 2005, tenured **C**

TITLE/DEPARTMENT: Professor, College of Education

EDUCATION: EdD Harvard, 1992; MEd Wake Forest U, 1987; BA, Beijing Normal U, 1981

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 12

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Educational Foundations, Teacher education, Curriculum & Instruction, Multicultural & International Education

RECENT PUBLICATIONS: *Universal Principles for Teaching & Learning: Xue Ji in the 21st Century* (In submission). Edited with H. McEwan, Asian Study Series. Edited by R. Ames & P. Hershock. SUNY Press. 2016.; “Educational Philosophy & Dunhuang: Diversity, Synergy, & Transformation” in *The International Communication of Chinese Culture*, 2017.; “Ethics and Democracy in Trump’s Era: Challenge and Insights for Educational Philosophy,” with Ernesto Enomoto in *Journal of Taiwan Philosophy of Education*, 2017.; “Educational Philosophy – East, West, and Beyond: A Reading and Discussion of Xueji (學記)” in *Educational Philosophy And Practice*, 2016.; “Filial Piety & Traditional Chinese Rural Community: An Alternative Ethical Paradigm to Modern Aging Society.” With L. X. Yang & B. Y. Cheng, in *Value and Values: Economics and Justice in an Age of Global Interdependence*. Edited by Roger T. Ames and Peter D. Hershock. U. of Hawai’i Press, in press. “Wisdom from the East: Holistic Theory & Practice of Health & Wellness,” in the *International Journal of Health, Wellness, & Society*. 2013; Center for Promoting Ideas, U.S. “Taoism: Origin, Essence, & Practice.” With L. Chang, in *Encyclopedia of Diversity & Social Justice*. Richmond, KY: Eastern Kentucky University, 2013.

AREA COURSES TAUGHT: EDEF310 Ed. in American Society; EDEF360 Intro to Multicultural Ed.; EDEF630 Cultural Diversity in Ed.; EDEF660 Ed. Philosophy; EDEF683 Social & Cultural of Ed.

FIELD RESEARCH EXPERIENCE: Visiting Prof. at Peking U (2009, 2004, 1997), Exchange Prof. at National Kaohsiung U in Taiwan (1998). Short trips to EA.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: CAEP National Accreditation, Site visitor (2013-Present); Editorial Board, *International Journal of Basic Education*, 2009; *Harvard Educational Review* Editorial Board, 1989-1990, and Manuscript Editor, 1990

FLOWERS, Petrice

APPOINTED: 2004, tenured

J

TITLE/DEPARTMENT: Professor, Political Science

EDUCATION: PhD U Minnesota (Political Science), 2002; BA Wellesley College, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: International Relations and Japanese Politics including: international norms and Japan's domestic politics, Japan's civil society, refugee policy, and human trafficking in Japan and Korea

RECENT PUBLICATIONS: "Women in Japan's Ministry of Foreign Affairs," in *Gendering Diplomacy and International Negotiation*. Edited by Ann Towns and Karin Aggestam, Palgrave Press, 2018; "International Human Rights Norms in Japan," *Human Rights Quarterly* 38 (2016): 85-107.

AREA COURSES TAUGHT: Japan in International Relations, Japanese Politics, Contemporary Human Rights Issues in Japan

FIELD RESEARCH EXPERIENCE: 2009-2010 (Fulbright Scholar); Summer 2001, 2005-2007; 2002-2004 (JSPS Post-doctoral Fellow); 1998-99 (concurrent with study at IUC in Yokohama)

TIME (%) DEVOTED TO RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: National Research Foundation of Korea Research Grant; Japan Studies Endowment Award; Academy of Korean Studies, Korean Studies Grant; Fulbright; Social Science Research Council (SSRC) International Migration Program; Japan Studies Endowment Award; Social Science Research Council/ Japan Society for the Promotion of Science Postdoctoral Fellowship; Japan Ministry of Education Research Grant; NSEP Graduate International Fellowship; MacArthur Scholar

FUKUDA, Shinichiro

APPOINTED: 2010, tenured

J

TITLE/DEPARTMENT: Associate Professor of Japanese, EALL

EDUCATION: PhD UCSD, 2009; MA Univ. of CA, San Diego (UCSD), 2004; BA San Diego State Univ., 2002

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese [5], Spanish [3]

RESEARCH/TEACHING SPECIALIZATIONS: Syntactic theory; Japanese Linguistics

RECENT PUBLICATIONS: (2017) Split intransitivity in Japanese is syntactic: Evidence for the Unaccusative Hypothesis from sentence acceptability and truth value judgment experiments. *Glossa: A Journal of General Linguistics* 2(1) 83.; (2017) Floating numeral quantifiers as an unaccusative diagnostic in native, heritage and L2 Japanese speakers. *Language Acquisition: A Journal of Developmental Linguistics*. 24:3, 169-208.; (2017) Effects of telicity and agentivity on floating numeral quantifiers as an unaccusative diagnostic. In Aaron Kaplan, Abby Kaplan, Miranda K. McCarvel, and Edward J. Rubin (eds.), *Proceedings of the 34th West Coast Conference on Formal Linguistics (WCCFL34)*. 222-231. Somerville, MA: Cascadilla Proceedings Project.

AREA COURSES TAUGHT: JPN 350 JPN Ling; JPN 451 Structure of Japanese; JPN 602 Japanese Syntax and Semantics, JPN 634 Advanced Japanese Syntax and Semantics JPN 650G Structure.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: annual visits to Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS:

PEDAGOGICAL APPROACH: My courses are taught based on what might be called the discovery procedure, in which students analyze empirical data and are led to re-discover generalizations and principles that have been proposed by linguists who specialize in Japanese Linguistics.

GOVELLA, Kristi

APPOINTED: 2017, tenure-track

J

TITLE/DEPARTMENT: Assistant Professor, Asian Studies, SPAS

EDUCATION: PhD (Political Science) UC Berkeley, 2016; MA (Political Science) UC Berkeley, 2007; BA (Political Science and Japanese) University of Washington, 2005.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: International relations and comparative politics, focusing on Japanese politics and Asian regionalism.

RECENT PUBLICATIONS: *Leaders of Liberalization or Partners of Protectionism? Multinational Firms in the Japanese Political Economy* (tentative title, book manuscript in progress).

“Japan’s Quest to Preserve the Trans-Pacific Partnership,” *IAPS Dialogue* (2017). “The Trade-Security Nexus in the Asia-Pacific” (with Vinod Aggarwal). In Aggarwal and Govella (eds). *Linking Trade and Security: Evolving Institutions and Strategies in Asia, Europe, and the United States*. New York: Springer (2012). “Trade Linkages to Traditional and Non-Traditional Security: Lessons and Prospects” (with Vinod Aggarwal). In Aggarwal & Govella (eds.) *Linking Trade and Security*. “Japan in 2007: A Divided Government” (with Steven Vogel). *Asian Survey*, vol. 48, no. 1 (January 2008), pp. 97-106.

AREA COURSES TAUGHT: ASAN 312, ASAN 750 C/J/K/S

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan 2005-06, 2010-13, annual trips

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Harvard Postdoc Fellowship (US-Japan Relations Prgm), Boren Fellowship, Blakemore Freeman Fellowship, Waseda U. Junior Researcher Fellowship, Japan Foundation Doctoral Fellowship

GREANEY, Theresa M.

APPOINTED: 2000, tenured

J

TITLE/DEPARTMENT: Associate Professor, Economics

EDUCATION: PhD U Michigan, 1994; MA U Michigan, 1990; BA Stanford, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 4

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: International Trade, Japan Economy

RECENT PUBLICATIONS: “Economic Growth and Economic Inequality in the Asia-Pacific Region”, (with Yi-wen Yang), 2017, *Journal of Asian Economics* 48: 6-2.; “Multinationals Enterprises and Regional Inequality in China” (with Yao Li), 2017, *Journal of Asian Economics* 48: 120-133.; “Pollution Control and Foreign Firms’ Exit Behavior in China”, (with Yao Li and Dongmei Tu), 2017, *Journal of Asian Economics* 48: 148-159.; “Trade, Growth and Economic Inequality in the Asia-Pacific Region: Lessons for Policymakers” (with Baybars Karacaovali), 2017, *Journal of Economics and Political Economy* 4: 135-143.; “Examining Determinants of Foreign Wage Premiums in China”, (with Yao Li), available online 2016, *The World Economy*, doi:10.1111/twec.12441.

AREA COURSES TAUGHT: ECON 317 Jpn. Econ.

FIELD RESEARCH EXPERIENCE: 1992, 1997; conferences in Tokyo in 2000, 2001, 2003, 2004, 2009, 2013, 2016

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

DISTINCTIONS: Invited to present keynote address at “New Normal, Integration, and Inequality” international symposium, and at ERIA and IDE-JETRO Joint Workshop, March 6-7, 2017, Jakarta, Indonesia; Executive Editor, *Journal of Asian Economics*, 2017~; Principal investigator (with Baybars Karacaovali) on a research project entitled “Trade, Growth and Economic Inequality in the Asia-Pacific Region”, with primary sponsorship by The Japan Foundation’s Center for Global Partnership, resulting in a special issue of the *Journal of Asian Economics*; College of Social Sciences Excellence in Teaching Award recipient 2006, Associate Editor, *Japan and the World Economy*, Elsevier, 2005-2013

GUO, JING

APPOINTED: 2008, tenured

C

TITLE/DEPARTMENT: Associate Professor/Social Work

EDUCATION: PhD (Social Welfare) Berkeley, 2007; MA Peking U 2002; BA Peking U, 1999.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE(S): [5=native or near native; 1= beginner] Chinese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese social policy and services

RECENT PUBLICATIONS: Guo, J. (2015). International collaboration with China: A professional training program for Civil Affairs officials. *China Journal of Social Work*, 8 (1), 19-32.; Guo, J. & Mu, L. (2015). Residential care for elders in China: Private sector as a solution? *Social Development Issues*, 37(1) 11-24.; Li, C. & Guo, J. (2015). The historical development and characteristics of NPOs in China. *Asian Social Work and Policy Review*, 9, 79-93.; Guo, J. (2014). Education expectation of parents and children: Findings from a case of China. *Asian Social Work and Policy Review*, 8, 228-242.; Guo, J. & Han, J. (2013). Teachers' perceptions of migrant children in public schools in China and a proposal for social work intervention. *Social Development Issues*, 35(3), 50-62.; Guo, J. & Xiao, S. (2013). Through the gender lens: A comparison of family policy in Sweden and China. *China Journal of Social Work*, 6(3), 228-243.

AREA COURSES TAUGHT: Prince of Peace Children's Home Service learning in China (SW699/SW499)

FIELD RESEARCH EXPERIENCE: Frequent trips to China for research.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

HAAG, Andre R.

APPOINTED: 2016, tenure-track

J

TITLE/DEPARTMENT: Assistant Professor of Japanese Literature, EALL

EDUCATION: PhD (Japanese Literature and Culture) Stanford, 2013; BA (East Asian Studies) Brown, 2001.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5), Korean (3)

RESEARCH/TEACHING SPECIALIZATIONS: Narratives of empire, nation, and colony (Korea) in modern Japanese literature; representations of Korean anticolonial resistance in Japanese popular colonial discourse and visual culture.

RECENT PUBLICATIONS: "“Why was he...well...killed?” Natsume Sōseki and (Anti-) Colonial Violence,” *Review of Japanese Culture and Society* (Dec. 2017).; ““Hating Korea (Kenkan) in Postcolonial Japan,” S. Toyosaki and S. Eguchi, eds., *Intercultural Communication in Japan: Theorizing Homogenizing Discourse* (Routledge, 2017), pp. 114-128.; “Through Anxious or Confident Eyes? Visualizing the Korean Subversive in Taishō Detective Narratives,” *Proceedings of the Association of Japanese Literary Studies*, Vol. 17, summer 2017, pp. 10-20.

AREA COURSES TAUGHT: EALL 375 Cultures of Japanese Imperialism; JPN 407E Modern Literature; JPN 611C Mod Jpnse Lit: Showa-Heisei; EALL 325D Jpn Film

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, 2009-2011; Korea, 2007.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Mellon Foundation Fellowship, Stanford Humanities Center (2012-2013) Freeman Spogli Institute for International Studies (FSI) Japanese Studies Grant (2010-2012) Japan Foundation Fellowship (2009-2010)

HARWIT, Eric

APPOINTED: 1993, tenured

C

TITLE/DEPARTMENT: Professor of Asian Studies, SPAS

EDUCATION: PhD (Political Science) UC Berkeley, 1992; MA UC Berkeley, 1985; BA Cornell, 1984

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 11

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Mandarin (4), Jpn (3), Korean (1)

RESEARCH/TEACHING SPECIALIZATIONS: Foreign economic policy making in China; the politics of China's telecommunications systems; Japanese and Chinese overseas investment policies

RECENT PUBLICATIONS: "WeChat: Social & Political Development of China's Dominant Messaging App," *Chinese J. of Comm*, vol 10, no 3, Sept2017, pp.312-327; "The Internet in China: How the Network is Shaping the PRC's Economic & Social Landscape," *World Financial Review*, Jan-Feb2016, pp.64-67; "The Rise & Influence of Weibo in China," *Asian Survey*, Nov-Dec2014, pp.1059-1087; "Chinese & Japanese Investment in Southeast & South Asia: Case Studies of the Automobile & Electronics Industries," *Pacific Review*, Sept2013, pp.361-383; "Comparative Dev. of the Mobile Internet in China & Japan," in Chu, Rodney, et. al., ed., *Mobile Communication & Greater China*, Routledge, 2012, pp.80-95; *China's Telecommunications Revolution* (Oxford U. Press), 2008, p.249.

AREA COURSES TAUGHT: ASAN201 Intro to EA; ASAN310 Asian Hum; ASAN312 Contemp Asian Civ; ASAN485 Econ Dev in Chn; ASAN491 China's Ties w/Central Asia; ASAN608 Dev & Mod in Chn; ASAN620 EA Foreign Economic Investment; ASAN625 Asia & the Mod World State; ASAN626 Internet & Telecomm in EA; MGT648 Intl Business; ASAN651 EA Now.

FIELD RESEARCH EXPERIENCE: annual trips to EA

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Fulbright Research grant; Japanese Society for the Promotion of Science grant; consultant for U.S. Department of State and other federal agencies

HONG, Seunghye

APPOINTED: 2010, tenured

K

TITLE/DEPARTMENT: Associate Professor / Myron B. Thompson School of Social Work

EDUCATION: PhD U. Washington, 2009; MA Ewha Womans U., 1995; BA Ewha W. U., 1993.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Health/Behavioral Mental Health, Social Determinants of Health, Health Disparities; Diversity & Multiculturalism, Disability, Aging; Immigration; Neighborhood Contexts; Research Methods (Quantitative/Qualitative)

RECENT PUBLICATIONS: (2017). End-of-life care needs among middle-aged Koreans: Willingness to use hospice services and advance directives. *J. of Hospice & Palliative Nursing*, 19(5), 452-459; Hong, M., **Hong, S.**, Adamek, M. E., & Kim, M. (2017). Death attitudes among middle-aged Koreans: Role of end-of-life care planning and death experiences. *Intl J. of Aging & Human Development*; Hong, M., **Hong, S.**, Kim, M., & Yi, E.-H. (2016). Intention to use long-term care facilities: Differences between Korean pre-elderly and the Korean baby-boomers. *J. of Cross-Cultural Gerontology*, 31(4), 357-368; Kim, H.-J., **Hong, S.**, & Kim, M. (2015). Living arrangement, social connectedness & life satisfaction among Korean older adults with physical disabilities: Results from the Ntl Survey on Persons w/ Disabilities. *J. of Developmental & Physical Disabilities*, 27(3), 307-321

AREA COURSES TAUGHT: Human Behavior & Social Env, Social Work in Communities

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 35%

DISTINCTIONS: 2017 Middle Career Achievement Award. The Korean American Social Work Educators Association; 2016 Best Faculty Engagement Strategies Award & Best Poster Design Award. The Assessment for Curricula Improvement Spring 2016 Poster Exhibit, UHM

HSIEH, Hsin-I

APPOINTED: 1972, tenured

C

TITLE/DEPARTMENT: Professor of Chinese, EALL

EDUCATION: PhD (Linguistics) UC Berkeley, 1971; MA Ntl Taiwan U, 1966; BA Ntl Taiwan U, 1963

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese syntax and semantics

RECENT PUBLICATIONS: *From form to meaning and to concept*. 2016a. Chinese Lexical Semantics 17th Workshop, CLSW 2016, Singapore, Singapore, May 20–22, 2016, Revised Selected Papers, ed. by Minghui Dong, Jingxia Lin, Xuri Tang, 159-172. Springer [note: This is an extensive revision in a different theoretic framework and with a different data set of Hsieh 2016d.]; *On Bill Wang's notion of an indigenous Chinese grammar*. 2016b. Commemorative Essay for Professor Yuen Ren Chao: Father of Modern Chinese Linguistics, ed. By Andy Chin Chi-on, Kwok Bit-chee, and Benjamin K. Tsou, pp 203-219.; *Deriving a construction from a structure*. 2016c. Proceedings of the 15th International Symposium on Chinese Languages and Linguistics (IsCLL-15, Hsin-chu, Taiwan, May 27-29, 2016), 1-31. (Date of my presentation is May 28, 2016); *Transparency and economy as two contending forces of a grammar: On deriving a synthesis from an analysis*. 2016d. Proceedings of the 17th Chinese Lexical Semantics Workshop (CLSW 2016, Singapore, May 20-22, 2016), 38-56; *Is there a common origin of a Chinese sentence and its English counterpart?* 2016e. Proceedings of the Conference on the 60th anniversary of the Mandarin Teaching Center (Taipei, Taiwan, May 28-29, 2016), 1-13. (Date of my presentation is May 29, 2016).

AREA COURSES TAUGHT: CHN 401-402, CHN 451-452 Structure of Chinese; CHN 455, CHN 456; CHN 634 Chinese Syntax & Semantics; CHN 750C Research Sem: Structure

FIELD RESEARCH EXPERIENCE: Visiting Professor, National Tsing Hua U, 1985

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Performance-based

HUANG, Wei (“Victor”)

APPOINTED: 2001, tenured

C

TITLE/DEPARTMENT: Professor of Finance, Shidler College of Business

EDUCATION: PhD Georgia Institute of Technology, 2001; MA Georgia State U, 1997; MA Asian Institute of Management, 1994; BA Nanjing U, 1987

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (5).

RESEARCH/TEACHING SPECIALIZATIONS: Investments, International Finance, Chinese Financial Markets and Corporate Governance

RECENT PUBLICATIONS: (2015). “Foreign Institutional Investors and Corporate Governance in Emerging Markets: Evidence from Split Share Reform in China” *Journal of Corporate Finance*. 32, 312–326. (with T. Zhu); (2012). “Extreme Downside Risk and Expected Stock Returns” *Journal of Banking and Finance*, 36, 1492–1502 (with Q. Liu, G. Rhee, and F. Wu); (2011). “Bank Loans with Chinese Characteristics: Inside Debt, Firm Quality, and Market Response” *Journal of Financial and Quantitative Analysis*, 46(6), 1795 – 1830 (with W. Bailey, Z. Yang); (2011). “Agency Cost, Managerial Overconfidence, and Firm Expansion - Evidence from Chinese Listed Companies” *Pacific Basin Finance Journal*, 19(3), 261-277, (with F. Jiang, Z. Liu, M. Zhang); “Preferred Trading, Quote Competition, and Market Quality: Evidence from Decimalization on the NYSE” *Financial Review*, 2010, 45, 523-540, (with G. Rhee, N. Tang); (2010). “Return Reversals, Idiosyncratic Risk and Expected Return” *Review of Financial Studies*, 23(1), 147-168. (with Q. Liu, G. Rhee, L. Zhang).

AREA COURSES TAUGHT: PhD seminar in Investment

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

HUEY, Robert N. **APPOINTED:** 1985, tenured **J**

TITLE/DEPARTMENT: Professor of Japanese Literature, EALL; EALL Chair

EDUCATION: PhD Stanford, 1985; MA Stanford, 1980; MA Stanford, 1979; BA U Puget Sound, 1973

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 4

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), French (4), Mandarin Chinese (2), and Classical Chinese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Classical and medieval Japanese poetry, esp. waka; Japanese culture in the Ryukyu Kingdom (15th-19th c.)

RECENT PUBLICATIONS: “Okinawan Studies at the U. of Hawai‘i: Twice Born: Suggestions for Further Research,” *Intl J. of Okinawan Studies*, 2013; *The Making of Shinkokinshū*, Cambridge: Harvard U Asia Ctr, 2002; “Warrior Control over the Imperial Anthology,” in Jeffrey Mass, ed, *The Origins of Japan’s Medieval World: Courtiers, Clerics, Warriors, & Peasants in the 14th c.* Stanford U Press, 1997.

AREA COURSES TAUGHT: EALL371A Trad Jpn Lit; JPN 461 Intro to Classical Jpn; JP 610A Jpn Poetry: Classical/Medieval-Edo; JPN612 Edo Lit; JPN614 Classical Jpn Lit

FIELD RESEARCH EXPERIENCE: JP 1980-81, 1986, 1988, 1990-91, 1993, 1998, annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Foundation Grant; Japan Studies Endowment Grants; LLL College Excellence in Teaching Award; Member of the U. of the Ryukyus’ Management Council (equivalent to a university’s Board of Regents).

PEDAGOGICAL APPROACH: Performance-based in language courses

IEZZI, Julie **APPOINTED:** 2000, tenured 2006 **J**

TITLE/DEPARTMENT: Professor of Theatre, Theatre & Dance

EDUCATION: PhD (Japanese Theatre) U Hawai‘i, 2000; MA (Musicology) Tokyo U of Fine Arts & Music, 1996; MA U Hawai‘i, 1991; BA Antioch College, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 11

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Japanese (4), Chinese (1)

RESEARCH/TEACHING SPECIALIZATIONS: History, Literature, Performance, Scenography and Music of Kabuki, Noh and Kyogen; Traditional Shamisen Music; Contemporary Asian Drama

RECENT PUBLICATIONS: Book ch.- “Building Bridges & Tearing Down Pylons: Medieval Satire for 21stc. Hawai‘i” in *Contemporary Tradition: Jpn Performance Genre Today*. Ntl U. of Singapore Press. Forthcoming spring 2019; “KABUKI” in *A Hist. of Jpn Theatre*, ed. by Jonah Salz. Cambridge Press 2016; “Traditional Jpn Theatre Architecture” in *Routledge Handbook of Asian Theatre*, ed. by Siyuan (Stephen) Liu 2016; **Contributed articles-** “Shamisen” & “Jishibai: Rural Kabuki” in *A History of Jpn Theatre*, ed. by Jonah Salz, et al. Cambridge Press 2016; “Musings on Masks, Makeup, Museums, & Misunderstandings” (in Jpn) in *Noh men wo kagaku suru* (Studying Noh Masks); **Trans. for Perf.-** *Two Great Lords* (Futari daimyō) & *Two Mountain Priests* (Futari yamabushi), kyōgen plays for UHM Dept of Theatre & Dance *POWER & FOLLY: Jpn Satire for the 21st c.* production., 4/2017~7/2017

AREA COURSES TAUGHT: THEA466 Drama & Theatre of JP; THEA763 Sem in Asian Theatre: JP; THEA428 Jpn Acting (Kabuki/Kyogen/Noh); THEA420C Voice for Kabuki/Kyogen; THEA325: THEA663 Contemporary Asian Drama; MUS411C Ethnic Music Ensemble: Jpn

FIELD RESEARCH EXPERIENCE: yearly visits to Japan since 1982; 1982 resided full year in Japan, 1983-84, 1992-96, 1997-98, 2007-08, 2014-15

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Hawai‘i State Po‘okela Awards for Best Overall Production Non-Traditional & Best Direction Non-Traditional for *POWER & FOLLY* (2017); Japan Foundation Research Fellowship (2014-15), UH College of Arts & Humanities Excellence in Teaching Award (2013).

ISHIDA, Masato

APPOINTED: 2009, tenured

J

TITLE/DEPARTMENT: Director, COS & Associate Professor, Philosophy

EDUCATION: PhD Pennsylvania State U., 2009; MA Waseda, 1996; BA Waseda, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 12

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese [5]

RESEARCH/TEACHING SPECIALIZATIONS: Japanese Philosophy, Classical American Philosophy, History & Philosophy of Logic

RECENT PUBLICATIONS: “Non-Dualism after Fukushima? Tracing Dōgen’s Teaching vis-à-vis Nuclear Disaster,” in *Jpn Environmental Phil.*, ed. by J. B. Callicott & J. McRae, Oxford U. Press, pp. 243-269, 2017; “Kūkai & Shinto-Buddhist Syncretism,” in *Papers from the 2015 U. of Tokyo-U. of Hawaii ‘i Summer Residential Institute in Comparative Phil.*, U. of Tokyo Ctr. for Phil, pp. 39-47, 2017; “Pragmatism & Metaphysics: w/ particular focus on C.S. Peirce,” *Tetsugakuno Tankyū*, No 44, pp. 208-244, 2017; “The Geography of Perception: Japanese Phil in the External World,” in *Comparative Phil without Borders*, ed. by Arindam Chakrabarti & Ralph Weber, Bloomsbury Pub., pp. 119-142, 2015; “The Dark Abyss beneath Pragmatism: C. S. Peirce’s Insight,” *Gendaishiō*, Vol 43, No 11, pp. 45-53, 2015; “From Climaticity (*Fūdo*) to Ethics (*Rinrigaku*): Watsuji Tetsurō on the Externality of Human Existence,” in *Papers from the 2014 U. of Tokyo-U. of Hawaii ‘i Summer Residential Institute in Comparative Phil.*, U. of Tokyo Ctr. for Phil, pp. 27-33, 2015; *Locating & Losing the Self in the World: Cross-Cultural Reflections on Self-Awareness & Self-Transcendence*, co-editor w/Laura Specker Sullivan, Cambridge Scholars Pub., 2014; “The Sense of Symmetry: Comparative Reflections on Whitehead, Nishida & Dōgen,” *Process Studies*, Vol 43, No 1, pp. 4-34, 2014; “Whitehead’s Theory of Symbolism: A Comparison w/ C.S. Peirce’s Theory of Signs,” *Risō*, No 693, pp. 55-68, 2014; “Nishida Kitarō’s Temporal Plane,” in *Papers from the 2013 U. of Tokyo-U. of Hawaii ‘i Summer Residential Institute in Comparative Phil.*, U. of Tokyo Ctr for Phil, pp. 33-45, 2014; “The Past Living in Words: Nishida’s Phil of Historiography in 1925,” *Contemporary Phil in the Age of Globalization*, ed. by T. Nakajima & T. Baba, U. of Tokyo Ctr. for Phil, pp. 33-48, 2014; “The Metaphysics of Pluralistic Manifestations in James & East Asian Buddhism,” *William James Studies*, Vol 10, pp. 1-7, 2014.

AREA COURSES TAUGHT: PHIL102 Asian Tradition.; PHIL380 Japanese Philosophy; PHIL720 Graduate Seminar (Dōgen & Nishida Kitarō)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

ITO, Ken

APPOINTED: 2011, tenured

J

TITLE/DEPARTMENT: Professor of Japanese Literature, EALL

EDUCATION: PhD Yale Univ., 1985; MA Yale Univ., 1979; BA Yale College, 1974

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 6

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Japanese Literature

RECENT PUBLICATIONS: *An Age of Melodrama: Family, Gender, and Social Hierarchy in the Turn-of-the-Century Japanese Novel*, Stanford University Press, 2008

AREA COURSES TAUGHT: EALL272 Jpn Lit. in Translation - Modern; EALL372 Modern Jpn Lit.; EALL325 Jpn Film: Art & History; JPN 407E Readings in Original Texts - Modern Lit.; JPN 611B Modern Jpn Lit. - Meiji-Taisho; JPN 640 Themes in Jpn Lit.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan 1981-83, short research trips periodically

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: *An Age of Melodrama: Family, Gender & Social Hierarchy in the Turn-of-the-Century Jpn Novel* received the 2010 John W. Hall Prize of the Assoc. for Asian Studies, for an outstanding work on Japan in English

IWABUCHI, Sachiko **APPOINTED:** 2016, tenure-track **J**

TITLE/DEPARTMENT: Okinawa Studies Librarian, Asia Collection, Library

EDUCATION: MS (Library and Information Science) Drexel U, 2014; MA (History) U of Virginia, 1998; LL.M. Hokkaido U School of Law, 1993; LL.B. Hokkaido U, 1991.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5); English (4)

RESEARCH/TEACHING SPECIALIZATIONS: Library science and management

AREA COURSES TAUGHT: n/a

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Okinawa, 2016

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Society for the Promotion of Science Research Fellowship, DC1 (1993-1996)

IWAI, Tomoko **APPOINTED:** 1996, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: PhD (Japanese Linguistics) U Hawai'i, 2010; MA (Japanese Linguistics) U Hawai'i, 1996; BA (History) Carleton College, 1979

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

AREA COURSES TAUGHT: Elementary, Intermediate, 3rd-yr Japanese, 4th-yr Japanese, JPN 111-212: Japanese for oral comm., JPN 420, JPN 494 Adv Jpn, JPN 485C Adv Jpn: Non-fiction

FIELD RESEARCH EXPERIENCE IN EAST ASIA:

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: 2011 Recipient of Frances Davis Award for Excellence in Undergraduate Teaching, Co-author of *Musubi: A new Approach to Japanese Language and Culture*, textbook used in the Department of East Asian Languages and Literatures, University of Hawai'i at Mānoa, starting Fall 2017. Curriculum Developer and Co-writer of *Japanese for Oral Communication*, textbook and other course materials for the Oral Communication Track in the Department of East Asian Languages and Literatures, University of Hawai'i at Mānoa, 2001-2002

PEDAGOGICAL APPROACH: Discourse-based teaching with emphasis on pragmatics

JIANG, Hong **APPOINTED:** 2006, tenured **C**

TITLE/DEPARTMENT: Associate Professor; Chair, Geography

EDUCATION: PhD Clark University, 1997; MA Clark University, 1994; BS Beijing Normal University, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: China's Environment-development issues; cultural geography; perception of nature; idea of nature in Chinese thought

RECENT PUBLICATIONS: "Taking down the 'Great Green Wall': The science and policy discourse of desertification and its control in China," In Roy Behnke and Michael Mortimore (eds.), *The End of Desertification? Disputing Environmental Change in the Drylands*. Springer, 2016.; "Encountering propaganda documents in China," In Conran, Mary, Suzanne Finney, et al. (eds.), *Tweets from the field: Ethnographic updates from Asia and the Pacific*, Honolulu: University of Hawai'i Press, 2015.

AREA COURSES TAUGHT: GEOG 353 Geography of China; GEOG 102 World Regional Geography

FIELD RESEARCH EXPERIENCE: China 1998-2001 (summers)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: College of Social Sciences Excellence in Teaching Award, University of Hawai'i at Manoa, 2016. National Science Foundation review panel (for Doctoral Dissertation Research Improvement, or DDRI), 2011-2013

JIANG, Li **APPOINTED:** 2012, tenure-track **C**

TITLE/DEPARTMENT: Assistant Professor of Chinese, EALL

EDUCATION: PhD (Linguistics) Harvard University, 2012

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin Chinese (5), Chinese Sign Language (4), Cantonese (3), Korean (1)

RESEARCH/TEACHING: General linguistics (syntax, semantics); Chinese linguistics, Chinese

SPECIALIZATIONS: general linguistics, comparative linguistics, Chinese linguistics, language typology

RECENT PUBLICATIONS: (To appear). The Chinese classifier system as a syntactic system (with Peter Jenks and Jing Jin). In Chu-Ren Huang, Yen-Hwei Lin and I-Hsuan Chen (eds), *Cambridge Handbook on Chinese Linguistics*. Cambridge: Cambridge University Press.; (To appear). Mandarin associative plural *-men* and NPs with *-men*. *International Journal of Chinese Linguistics*.; (To appear). Noun phrases in Lhasa Tibetan, (with Yunchuan Chen). *Proceedings of the 2nd Conference on Central Asian Languages and Linguistics*.; (2017). Definiteness in Nuosu Yi and the theory of argument formation. *Linguistics and Philosophy* <https://doi.org/10.1007/s10988-017-9219-6>.; (2015). Marking (in)definiteness in classifier languages. *Bulletin of Chinese Linguistics* 8, 411-443.; (2014). A parametric analysis of nominal arguments in classifier languages. In Y.-H. Audrey Li, Andrew Simpson and W.-T. Dylan Tsai (eds), *Chinese Syntax in a Cross-linguistic Perspective*, 51-72. Oxford: Oxford University Press.

AREA COURSES TAUGHT: Chinese (201, 202, 301, 302, 311), Chinese Dialects, Chinese Syntax in a Cross-Linguistic Perspective, Classical Chinese, Intro to Linguistics, Language and Culture of China; Structure of Chinese, Topics in Chinese Grammar

TIME (%) DEVOTED TO RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Progressive Pedagogies

JIANG, Song **APPOINTED:** 2010, tenure-track **C**

TITLE/DEPARTMENT: Associate Professor of Chinese, EALL
EDUCATION: PhD U Hawai'i, 2009; MA Peking U, 1993; BA Tianjin Normal U, 1988
FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (5), Korean (3), Jpn (1)
RESEARCH/TEACHING SPECIALIZATIONS: cognitive linguistics, semantics, second language acquisition, curriculum design & Chn lang. teaching material dev.; technology language teaching
RECENT PUBLICATIONS: (2017) *The semantics of Chinese classifiers & ling. relativity*. Routledge, Taylor & Francis. (216 pages); (2016) An embodied construction grammar approach to the semantic overlapping of Chinese classifiers: The case of *tiao* & *dao*. *Macao J. of Ling.*, 2(48), 91-106; (2014) Practice & exploration of the *Blackboard Learn* platform in teaching Chinese online for beginners. *J. of Tech. & Chinese Lang. Teaching*, 5(1), 57-74; (2014) Superior Chinese proficiency & global debate. *China Review Intl*, 21(3&4), 244-256. U. of Hawai'i Press.
AREA COURSES TAUGHT: Undergrad level elem. to advanced-level Mandarin; CHN601 Contemp Chn Linguistics, CHN643 Methods in Teaching Chn as 2nd Lang, CHN750 Rsrch Sem in Chn Lang: (B) teaching method (E) sociolinguistics
FIELD RESEARCH EXPERIENCE: China 1988-1993, 2000-2002; 2008; Korea 1993-1996
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: College of LLL Award for Excellence in Teaching (2008); College of LLL Award for Innovative Teaching (2005); Cheng-Tsui Professional Development Award (2002)
PEDAGOGICAL APPROACH: Cognitive, performance-based, content-based

JOHNSON, David T. **APPOINTED:** 1997, tenured **J**

TITLE/DEPARTMENT: Professor, Sociology
EDUCATION: PhD UC Berkeley, 1996; MA U. Chicago, 1989; BA Bethel College, 1983
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)
RESEARCH/TEACHING SPECIALIZATIONS: Law & society in Japan (JP); Criminal Justice in JP; Justice System Reform in JP; Capital Punishment in Asia; Extrajudicial Killing
RECENT PUBLICATIONS: "On Getting Used To It: The Desensitization of Prosecutors in Amer. & JP." *Gendai Nihon no Ho Katei* [The Legal Process in Contemporary JP], ed. by K. Ageishi, H. Otsuka, K. Musashi & M. Hirayama (Shinzansha), 2017 vol 2, pp.397-414; "Nihon no 'Kumo no Su' Shiho to Kensatsu no Katsudo" [Criminal Prosecution & JP's Legal Cobweb], trans. by M. Hirayama. *Keiji Shiho o Ninau Hitobito*, vol3 in the series *Keiji Shiho o Kangaeru*, ed. by G. Akira. (Iwanami Shoten. 2017), pp. 29-51; "Court Reform on Trial in JP" In *Legal Process & the Process of Justice*, w/S. Miyazawa (Cambridge U, ed. by R. Greenspan, H. Aviram & J. Simon); "Retention & Reform in Jpn Capital Punishment." *U. of Michigan J. of Law Reform*. 2016, Vol 49, 4, 853-889; "Nihon ni wa Naze Imada ni Shikei Seido ga Aru no ka" [Why Does JP Still Have Capital Punishment?]. *Sekai*, No.879 (3/2016), pp.171-182, w/I. Makoto, trans. by I. Naoko; "JP's Lay Judge System." In J. Ross & S. Thaman. eds. *Handbook on Comparative Criminal Procedure* (Edward Elgar Pub.), pp.396-421; "Policing in JP" In *Sage Handbook of Mod. Jpn Studies*, ed. by J. D. Babb (Sage, 2015). pp.222-243.
AREA COURSES TAUGHT: SOC357 Sociology of Japan
FIELD RESEARCH EXPERIENCE: Japan 1988-89, 1992-95, 2003-04, 2007-08, annual since 2011
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 60%
DISTINCTIONS: Fulbright Grants; Abe Fellowship; U Hawai'i Regents Award for Excellence in Teaching; ASC & ASA best book awards; Co-Editor-in-Chief of *Law & Society Review*, 2010-13; Fellow of the Western Society of Criminology; best article awards from the *Asahi Shimbun* for "Sekai" journal articles on capital punishment in Japan.

KANNO, Kazue

APPOINTED: 1991, tenured

J

TITLE/DEPARTMENT: Associate Professor of Japanese, EALL

EDUCATION: PhD (Linguistics) U Hawai'i, 1992; MA (Linguistics) California State U, Fresno, 1983; BA California State U, Fresno, 1980

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Second-language acquisition, Japanese grammar, Japanese syntax

RECENT PUBLICATIONS: With Masumi Hamada, *Ninchigengogakuteki kenchi-kara no teiru no kookatekina oshiekata-e no teigen* (Tokyo, Japan: Hitsuji shobo, in press); "The development of relative clauses in L2 English: Testing Diessel's (2007) hypothesis," *Studies in Language Sciences* 11 (2012), 57-67; "The effect of 'weight' of the relative clause construction in the L2 Japanese production," *The Journal of the Canadian Association for Japanese Language Education (CAJLE): Japanese Linguistics and Pedagogy* 10 (2009), 127-142.

AREA COURSES TAUGHT: 4th-level Jpn Rdg, Intro to Jpn Ling, JPN 451 Structure;, JPN452 Intro to Jpn Pedagogical Grammar; JPN 602 Jpn Syntax and Semantics; Jpn634 Advanced Jpn Syntax and Semantics; JPN 650G Topics in Jpn Ling: Structure; JPN 730G Rsrch Sem in Jpn Ling:.

FIELD RESEARCH EXPERIENCE: (most recent) in Japan 2005

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Studies Endowment Grants

PEDAGOGICAL APPROACH: Performance-based

KELLEY, Liam C.

APPOINTED: 2001, tenured

C

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: PhD U Hawai'i 2001; MA U Hawai'i 1996; BA Dartmouth College 1989

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 0

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (4), Classical Chinese (4), Vietnamese (4), Japanese (2), Thai (3), Khmer (2)

RESEARCH/TEACHING SPECIALIZATIONS: Sino-Vietnamese cultural relations; the Chinese in Southeast Asia

RECENT PUBLICATIONS: "From a Reliant Land to a Kingdom in Asia: Premodern Geographic Knowledge & the Emergence of the Geo-Body in Late Imperial Vietnam," *Cross-Currents: East Asian History & Culture Review* 5.2 (2016): 460-496.; *Imperial China & Its Southern Neighbours*, ed. by V. Mair & L.C. Kelley (Singapore: ISEAS, 2015). "Moral Exemplar, Our General, Potent Deity, Confucian Moralizer & National Hero: Transformations of Trần Hưng Đạo," *Modern Asian Studies* 49.6 (2015): 1963-1993; "Constructing Local Narratives: Spirits, Dreams, & Prophecies in the Medieval Red River Delta," in *China's Encounters on the South & Southwest: Forging the Fiery Frontier*, J. Anderson & J.K. Whitmore, eds. (Leiden: Brill, 2015), 78-105.; "Inventing Traditions in 15th c. Vietnam," in *Imperial China & Its Southern Neighbours*, ed by V. Mair & L. C. Kelley (Singapore: ISEAS, 2015), 161-193; "Role of Morality Books in Spreading Confucian Ideas in the 19th c.," in Trịnh Khắc Mạnh et. al., eds., *Nghiên Cứu Tư Tưởng Nho Gia Việt Nam Từ Hướng Tiếp Cận Liên Ngành* [Research on the Ideas of Confucian Scholars in Vietnam from a Multidisciplinary Perspective] (Hanoi: Thế Giới, 2009).

AREA COURSES TAUGHT: HIST 242: Asian Civilizations; HIST 358: The World of the Mekong

FIELD RESEARCH EXPERIENCE: Taiwan and Vietnam

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%**DISTINCTIONS:** Henry Luce Foundation/ACLS Translation Grant for Individuals in East and Southeast Asian Archaeology and Early History; Grants from the Chiang Ching-kuo Foundation and the Blakemore Foundation

KIM, Harrison **APPOINTED:** 2017, tenure-track **K**

TITLE/DEPARTMENT: Assistant Professor, History

EDUCATION: Ph.D., Columbia University, 2010

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), Jpn (2), German (2)

RESEARCH/TEACHING SPECIALIZATIONS: Korean history, North Korea, socialism

RECENT PUBLICATIONS: *Furnace is Breathing: Work as Life in Postwar North Korea* (Columbia University Press, forthcoming). "Kim Il Sung: Partisan from the Edges of Empire," in *The Palgrave Encyclopedia of Imperialism and Anti-Imperialism* edited by Immanuel Ness and Zack Cope (Palgrave Macmillan, 2016). "North Korea's Vinalon City: Industrialism as Socialist Everyday Life." *Positions: Asia Critique* 22.4 (Fall 2014): 809-836.

AREA COURSES TAUGHT: Korea, North Korea, East Asia

FIELD RESEARCH EXPERIENCE IN EAST ASIA: South Korea, 2007-present

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 90%

DISTINCTIONS: American Council of Learned Societies Fellow, 2012-14; Javits Fellow, 2005-09

KIM, Ji Young **APPOINTED:** August 2015 **K**

TITLE/DEPARTMENT: Assistant Professor, Communications

EDUCATION: Ph.D. in Mass Communication, University of Florida, 2012

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Public Relations

RECENT PUBLICATIONS: **Kim, J. Y.,** & Hammick, J. K. (in press). Effects of corporate online communication on attitude and trust: Experimental analysis of Twitter messages. *Public Relations Journal*. Zhang, T., Khalitova, L., Myslik, B., **Kim, J. Y.,** Mohr, T., Carroll, C., & Kioussis, S. (in press). Comparing Chinese state-sponsored media's agenda-building influence on Taiwan and Singapore media during the 2014 Hong Kong Protest. *Chinese Journal of Communication* special issue on Public Relations and Strategic Communication in Greater China. **Kim, J. Y.,** Giurcanu, M., & Fernandes, J. (2017). Documenting the Emergence of Grassroots Politics on Facebook: The Florida Case. *Journal of Social Media in Society*, 6(1), 5-41. Neil, J., Schweickart, T., Zhang, T., Lukito, J., **Kim, J. Y.,** Golan, G., & Kioussis, S. (2016). The dash for gas: Examining third-level agenda-building and fracking in the United Kingdom. *Journalism Studies* **Kim, J. Y.,** Message Strategies in Smartphone Patent Battles: Ownership and Innovation Capability. *Journal of Communication Management*, 20(3), 255-267 (2016). Schweickart, T., Neil, J., **Kim, J. Y.,** & Kioussis, S., Time-lag analysis of the agenda-building process between White House public relations and congressional policymaking activity. *Journal of Communication Management*, 20(4), 363- 380 (2016). Kioussis, S., Ragas, M., **Kim, J.Y.,** Schweickart, T., Neil, J., & Kochhar, S., Presidential agenda building and policymaking: Examining linkages across three levels. *International Journal of Strategic Communication*, 10(1), 1-17 (2016). Kioussis, S., **Kim, J. Y.,** Kochhar, S., Lim, H. J., Park, J. M., & Im, J. S., Agenda-building linkages between public relations and state news media during the 2010 Florida Senate Election. *Public Relations Review*, 42(1), 240-242 (2016). **Kim, J. Y.,** Kioussis, S., & Molleda, J-C., Use of affect in blog communication: Trust, credibility, and authenticity. *Public Relations Review*, 41(4), 504-507 (2015).

AREA COURSES TAUGHT: Public relations strategies and tactics, global communication and journalism, strategic organizational communication, and communication capstones.

FIELD RESEARCH EXPERIENCE IN EAST ASIA:

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

KIM, Karl E. **APPOINTED:** 1986, tenured **K**

TITLE/DEPARTMENT: Professor, Urban and Regional Planning
EDUCATION: PhD (Urban and Regional Planning) MIT, 1987, AB (Demography) Brown U, 1979;
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 10
FOREIGN LANGUAGE (S): [5= native or near native; 1=beginner] Korean (3), Spanish (3)
RESEARCH/TEACHING SPECIALIZATIONS: Planning theory (spatial planning & urbanization), transportation planning, research methods, urban development and planning
RECENT PUBLICATIONS: **Kim, K.**, Kawamoto, K., “Social Capital & Efficiency of Earthquake Management in Japan” *International J. of Disaster Risk Reduction*, 2016. **Kim, K.**, Pant, P., Yamashita, E., “Evacuation Planning for Plausible Worst Case Flooding Scenarios in Honolulu” *J. of Emergency Management* Vol. 12, No. 4 (2015). **Kim, K.**, Burnett, K., Ghimire, J., “Assessing the Potential for Food and Energy Self-Sufficiency on Kauai” *Food Policy* 54 (2015), 44-51. **Kim, K.**, Olshansky, R., “Theory and Practice of Building Back Better” *J. of American Planning Association on Disaster* (2015), 289-292
AREA COURSES TAUGHT: PLAN630 Urban & Regional Planning in Asia; PLAN634 Shelter & Services in Asia; PLAN635 East Asian Development
FIELD RESEARCH EXPERIENCE: Korea (Seoul, Cheju), PRC (Yanbian)
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%
DISTINCTIONS: Fulbright Fellow; Editor, Korean Studies UH Press; Editor, Accident Analysis & Prevention; Received more than \$13.8 million in federal, state and international research grants on transportation, traffic safety, GIS, environmental management, disaster management.

KIM, Mary Shin **APPOINTED:** 2010, tenure-track **K**

TITLE/DEPARTMENT: Associate Professor, East Asian Languages and Literatures
EDUCATION: PhD (Korean Linguistics) UCLA 2006; MA UCLA, 1999; BA, Ewha Woman's U., 1995
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 51
FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Korean (5)
RESEARCH/TEACHING SPECIALIZATIONS: Discourse-functional linguistics, conversation analysis, Korean linguistics, Korean vocabulary acquisition, Korean language pedagogy
RECENT PUBLICATIONS: (2017) “The practice of praising one’s own child in parent-to-parent talk” *Discourse Studies* 19(5): 536-560; (2015) “Reconstructing misinterpretation & misrepresentation through represented talk in Kor. conversation” *Text & Talk* 35(6), 759-787; (2015) “Stancetaking in the face of incongruity in Kor. conversation.” *J. of Pragmatics* 83, 57-72; (2015) “A distinct declarative question design in Kor. conversation: examination of turn-final ko questions” *J. of Pragmatics* 79, 60-78; (2015) “The complexity & variability of self-deprecation in Kor. conversation” *Pragmatics & Society* 6(3), 398-420; (2015) “Territories of thought in Kor. conversation” In M. Giriko, N. Nagaya, a. Takemura & T.J. Vance (Eds.), *Jpn/Kor Ling.* 22 (pp. 188-214). Stanford: Ctr for Study of Lang. & Info.; (2014) co-authored “Initiating repair with & without particles: Alternative formats of other-initiated of repair in Kor. conversation” *Rsrch on Lang. & Social Interaction* 47(4), 331-352; (2014) “Territories of thought in Kor. conversation” *Jpn/Kor Ling.* 22:1-16; (2013) “Double evidential marking in Kor. storytelling” In *Studies in Kor. Ling. & Lang. Pedagogy*, ed. by S.O. Sohn, S. Cho & S.H. You. Korea U. Press, pp. 135-153; *Integrated Korean* (co-authored). Workbook, Beginning 1&2, Intermediate 1&2. UH Press.
AREA COURSES TAUGHT: KOR420 Kor. Composition; KOR421 Media Analysis in Kor.; KOR425 Selected Readings in Kor.; KOR470 Lang. & Culture of Kor.; KOR485K Korean-Career Pros; KOR623 Interdisciplinary Rsrch. in Kor.; KOR634 Kor. Socioling.; KOR730 Rsrch Seminar in Korean Lang.
FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea 2003 short trips to Korea thereafter
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
PEDAGOGICAL APPROACH: Discourse Approach, Content-based instruction, Task-based instruction

KIM, Min-Sun

APPOINTED: 1995, tenured

K

TITLE/DEPARTMENT: Professor, Communicology

EDUCATION: PhD, Michigan State University, 1992; MA, U of Maryland, 1987; BA, Korea U., 1985.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Intercultural communication

RECENT PUBLICATIONS: Kim, D. K., & Kim, M. S. (2011). *Hallyu: Influence in Asia and Beyond*. Seoul, Korea: Seoul National University; (2009). [The Korean version of *Non-Western perspectives on human communication: Implications for theory and practice.*]; translated by Ki-Soon Park et al., Communication Books, Seoul, Korea]; 대한민국 학술원 우수도서— National Academy of Sciences Book Award (Republic of Korea); Shim, T., Kim, M. S., & Martin, J. (2008). *Changing Korea: Implication for culture and communication*. New York, NY: Peter Lang.

AREA COURSES TAUGHT: COMG 385 Culture & Communication; COMG 685 Foundation of Intercultural Communication; COMG 785 Research on Intercultural Communication.

FIELD RESEARCH EXPERIENCE IN EAST ASIA:

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: College of Arts and Humanities Excellence in Scholarship Award (2011/2012)

KIM, Yung-Hee

APPOINTED: 1996, tenured

K

TITLE/DEPARTMENT: Professor of Korean Literature, EALL

EDUCATION: PhD (Asian Studies) Cornell, 1984; MA (Comparative Literature) Indiana U, 1968; BA Ewha Womans U, 1964.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 6

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5), Japanese (5), French (3)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Korean women writers; gender and modern Korean fiction; colonialism and Korean intellectuals; history of modern Korean literature

RECENT PUBLICATIONS: “In Quest of Modern Womanhood: *Sinyŏja*, a Feminist Journal in Colonial Korea,” *Korean Studies* 37 (2013): 44-78.; *Questioning Minds: Short Stories by Modern Korean Women Writers* (Honolulu: University of Hawai‘i Press, 2010).; Yung-Hee Kim and Jeyseon Lee, *Readings in Modern Korean Literature* (Honolulu: University of Hawai‘i Press, 2004. [Rev. 2007]).

AREA COURSES TAUGHT: KOR 494 Intro to Mod Kor Lit; KOR 613 Kor Verse: Mod; KOR 614 Kor Narrative: Mod; KOR 640 Literary Trans of Kor; KOR 652 Major Authors in Mod Kor Lit; KOR 664 Topics & Issues in Mod Kor Lit; KOR 720 Res Seminar in Kor Lit; EALL 282 Kor Lit in Transl: Mod; EALL 384 Mod Kor Women Writers and Culture; ASAN620 Probl/Issues of Contemp Asia: Korea; ASAN 750K Rsrch Sem in Asian Studies.

FIELD RESEARCH EXPERIENCE: Korea, 1985-86; Japan, 1981-82. Periodic trips to Korea.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100 %

DISTINCTIONS: Fulbright Grants; NEH Summer Stipend Grant; Daesan Foundation Research Grant

KIMURA, Aya

APPOINTED: 2007, tenured

J

TITLE/DEPARTMENT: Associate Professor, Sociology

EDUCATION: PhD (Sociology) U. of Wisconsin-Madison, 2006; MA (Environmental Studies) Yale, 2001; BA (International Legal Studies) Sophia, 1997.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5) Indonesian (3)

RESEARCH/TEACHING SPECIALIZATIONS: environmental sociology, science and technology studies, Asian studies

RECENT PUBLICATIONS: Co-authored with Abby Kinchy, *The Politics of Environmental Citizen Science* (under contract with Rutgers University Press).; *Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination after Fukushima* (Duke University Press, 2016).; Co-edited with Krisnawati Suryanata, *Food and Power: Visioning Food Democracy in Hawai'i* (UH Press, 2016). *Hidden Hunger: Gender and Politics of Smarter Foods* (Cornell University Press, 2013).

AREA COURSES TAUGHT: SOC 670 Sociology of Sustainability; SOC/WS367 Sustainability Social Justice; WS 318 Women and Social Policy; WS 400 Food, Body and Women.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, one year fieldwork 2013-2014. Other years, 2.5 months.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80% (20% service)

DISTINCTIONS: National Science Foundation grant, Japan Foundation grant, Rural Sociological Society Outstanding Scholarly Award for *Hidden Hunger*, College of Social Sciences Excellence in Teaching Award, University of Hawai'i President's Award in Outstanding Teaching in Sustainability

KOIKARI, Mire

APPOINTED: 1997, tenured

J

TITLE/DEPARTMENT: Professor, Women's Studies

EDUCATION: PhD (Sociology) U Wisconsin, 1997; MA (Sociology) U Wisconsin, 1990; BA Sophia U, 1988

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE (S): [5=native or near native, 1= beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: gender studies, colonial and post-colonial studies, cultural studies, Asian studies

RECENT PUBLICATIONS: *Pedagogy of Democracy: Feminism and the Cold War in the U.S. Occupation of Japan* (Temple University Press, 2008); *Cold War Encounters in US-occupied Okinawa: Women, Militarized Domesticity, and Transnationalism in East Asia* (Cambridge University Press, 2015); "The World is Our Campus': Michigan State University and Cold War Home Economics in US-occupied Okinawa, 1945 - 1972" (*Gender and History*, Vol. 24, No. 1, April 2012); "Remasculinizing the Nation: Gender, Disaster, and the Politics of National Resilience in Post-3.11 Japan" (*Japan Forum*, October 2017); "Love! Spam': Food, Military, and Empire in Post-WWII Okinawa" (forthcoming in *Devouring Japan: Global Perspectives on Japanese Culinary Identity*, edited by Nancy Stalker, Oxford University Press).

AREA COURSES TAUGHT: AMST438/WS462 Asian Women

FIELD RESEARCH EXPERIENCE: Washington DC, 2011; Okinawa, Japan 2013; short trips to Japan annually.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

DISTINCTIONS: Japan Foundation (research fellowship, January to June 2013), the Woodrow Wilson International Center for Scholars (Japan scholar, September to December 2011), the Japan Society for the Promotion of Science (conference grant, fall 2012), Stanford University (Asian Library Collection travel grant, summer 2015), and the Global Center of Excellence at Kyoto University (visiting professor, June 2012), among others.

KONDO-BROWN, Kimi

APPOINTED: 2001, tenured

J

TITLE/DEPARTMENT: Associate Dean of LLL/Professor of Japanese, EALL

EDUCATION: EdD U Hawai'i, 1998; MA (Linguistics) U Utah, 1987; BA U Tokushima, 1983

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Jpn language pedagogy & acquisition, second language assessment, and heritage language studies.

RECENT PUBLICATIONS: 日本語教育のための評価入門 [*Intro. to assessment for Jpn. Lang. teachers*] (2012). Tokyo: Kuroshio; New perspectives on Jpn lang. learning, ling. & cul. (2013). Honolulu: NFLRC; *Practical assessment tools for college JPN* (2013). HI: NFLRC; 日本語評価のためのタスク型アチーブメントテスト [Task-based achievement testing for Jpn lang. assessment], *Acquisition of Jpn as a second lang.*, 13, 56-73 (2013); Jpn in the U.S. In T. Wiley, J. K. Peyton, C. Christian, S. Moore, & N. Liu (Eds.), *Handbook of heritage, community, & Native Amer. lang. in the U.S.: Research, edu. practice, & policy*, 244-253 (2014); Growing up in Hawai'i as Jpn heritage lang. speakers: Lang., cul., & identity. In W. M. Chan et al. (Eds.), *Cul. & Foreign Lang. Ed.: Insights from Rsrch & Implications for the Practice*, 155-178(2015); Eval. capacity building in college lang. prgms: Dev. & sustaining a student exit survey project. In J. Norris & N. Mills (Eds.), *Innovation & accountability in foreign lang. prgm eval.*, 15-40 (2015), 日本語教育でなぜ「評価」がもっと注目されるべきか [Why should we give more attention to “assessment” in Jpn lang. ed.?] 日口教育与日本学 [*Study of Jpn Ed.*], 8, 58-65 (2016); Assessing Jpn writing ability. In C.A. Chappelle (Ed.), *Encyclopedia of Applied Ling.* (2016)

AREA COURSES TAUGHT: JPN604 Intro. to Jpn language pedagogy; JPN620 Teaching practicum in Jpn language; JPN730P Research seminar in Jpn linguistics

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: College of LLL Instructor Award for Innovative Teaching; Director, 2012 NFLRC Summer Institute; Plenary/featured speakers at international conferences (e.g., China Jpn Edu. Assoc. Prof. Dev. Conf. 2015, Jpn Oral Proficiency Symposium 2014; JALT 2016)

KONG, Dong-Kwan

APPOINTED: 2007, tenure-track

K

TITLE/DEPARTMENT: Assistant Professor of Korean, EALL

EDUCATION: PhD U of Hawai'i, 2007; MA U of Hawai'i, 2002; BA Korea University, 1998

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 4

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5); Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Acquisition, pedagogical theories, assessment of Korean as a second language, task-based language teaching.

RECENT PUBLICATIONS: (2013) Research on Korean text elaboration and its practice on materials dev. In Sohn, S.O., Cho, S.D. & You, S.H. (Eds.), *Studies in Kor. Ling. & Lang. Pedagogy*. Korea U. Press.

AREA COURSES TAUGHT: KOR201 Inter. Korean; KOR421 Media Analysis in Kor. I; KOR422 Media Analysis in Kor II; KOR425 Selected Rdgs in Kor; KOR485 Kor for Career Prof.; KOR486 Kor for Academic Purposes; KOR621 Media Rsrch in Kor.; KOR622 Comparative Studies of Contemp. South & North Kor. Langs.; KOR623 Interdisciplinary Rsrch in Kor.

FIELD RESEARCH EXPERIENCE: Recent trips to Korea, 2013.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING, AND ADVISING: 100%

DISTINCTIONS: Dev. of Korean lang. standards for the National Standards in Foreign Lang. Edu. Project; Developed web-based assessment battery (reading, listening & writing) based on ILR scale; Building a corpus of students' oral interlanguage data; American Council on the Teaching of Foreign Languages Oral Proficiency Interview tester of Korean with full certification

PEDAGOGICAL APPROACH: Task-based language teaching, content-based instruction

KRAMER, Hanae Kurihara APPOINTED: 2013, tenure-track

J

TITLE/DEPARTMENT: Assistant Professor, School of Communications

EDUCATION: PhD UH, 2010; MA UH, 2001; BA, UH at Hilo, 1998

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese [5]

RESEARCH/TEACHING SPECIALIZATIONS: Intercultural and global communication, literature, media campaigns, diaspora studies, and history.

RECENT PUBLICATIONS: With Kramer, Scott. (2017). *Standing on East Asia: A Foreign Journalist's View of the Soviet Union and the Pacific* by Klaus Mehnert. Honolulu: Russia Northeast Asia Collection; With Bott, Eric., and Kramer, Scott. (2017). *The XXth Century: A Guide to Klaus Mehnert's English Language Monthly, Shanghai, 1941-1945*. Honolulu: Russia Northeast Asia Collection; With Kramer, Scott. (2015). "Hawai'ian Outrigger Canoes of the Bonin Archipelago." *The Hawai'ian Journal of History* 49: 179-196; With Kramer, Scott. (2013). "The Other Islands of Aloha." *The Hawai'ian Journal of History* 47: 1-26; (2013). "Akutagawa Kōzō to Mantetsu Eiga-hankyū [Kozo Akutagawa's Continental Film Unit]." *Kontentsu bunkashi kenkyū* 8 : 55-68; (2012). "Fleeing Defeat: The Japanese Exodus from Manchuria." *The Journal of Northeast Asian History* 9, no. 1: 31-65; (2012). "Film Forays of the South Manchuria Railway Company." *Film History* 24 no. 1: 97-113.

AREA COURSES TAUGHT: Intercultural Communication (COM 340/COM 643); Communication in Multicultural Organizations (COM420); Intervention in Multicultural Organizations (COM 646); Communication in East Asia (COM 459)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, 2009-2013.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

KWOK, Reginald Yin-Wang APPOINTED: 1989, tenured

C

TITLE/DEPARTMENT: Professor of Asian Studies, SPAS; Professor of Urban and Regional Planning
EDUCATION: PhD Columbia, 1973; MS (Arch and MS Urban Planning) Columbia, 1969; Dip (Tropical Studies) Architectural Association, London, 1967; Dip (Architecture) The Polytechnic, London, 1963

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Mandarin (5), Cantonese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Political economy of Chinese development and urbanization, international relations & globalization in Pacific Asia, Asian cities and urban form.

RECENT PUBLICATIONS: (2011), Taipei's Metropolitan Development: Dynamics of Cross-Strait Political Economy, Globalization and National Identity, (with Liling Huang) in Stephen Hamnett and Dean Forbes (Eds.), *Planning Asian Cities: Risks and Resilience*, London: Routledge; (2011), *The Second Great Transformation: Taiwanese Industrialization in the 1980s-2000s*, Taipei: Chengchi University Press; (2011), 'Export Processing Zones,' in *Encyclopedia of Geography*, Sage Publications; (2005), *Globalizing Taipei: The Political Economy of Spatial Development*, Routledge; (1995) *Hong Kong-Guangdong Link: Partnership in Flux*, (with Alvin Y. So) Armonk, NJ: M.E. Sharpe.

AREA COURSES TAUGHT: ASAN 308 Chinese Political Economy, ASAN 484 Society & Politics in China, ASAN 485 Contemp Chinese Dev, ASAN 608 Politics & Dev: China, ASAN/PLAN 638 Sustainable Asian Development, ASAN/ PLAN 636 Culture & Urban Form in Asia, ASAN/PLAN 649 Asian Cities, ASAN 688 China's International Relations, ASAN 750C Sem in Asian Studies: China.

FIELD RESEARCH EXPERIENCE: Annual trips to EA. Experience as Visiting Professor, National Taiwan U (Taipei), Tsinghua U (Beijing); Tongji U (Shanghai); Zhongshan U (Guangzhou); Visiting Scholar/Fellow: Fairbank Center for East Asian Research (Harvard); East Asian Institute (Columbia).

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

LAU, Frederick

APPOINTED: 2000, tenured

C- K

TITLE/DEPARTMENT: Professor of Ethnomusicology, Music

EDUCATION: PhD (Musical Art) U Illinois, Urbana-Champaign, 1991; MA (Music) U Illinois Urbana-Champaign, 1984; BA Chinese U of Hong Kong, 1981.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 19

FOREIGN LANGUAGE (S): [5= native or near native; 1=beginner] Cantonese (5), Mandarin (5)

RECENT PUBLICATIONS: *Making Waves: Traveling Musics in Asia & the Pacific*. Co-edited with Christine R. Yano. U. of Hawai'i Press, 2018; *Vocal Music & Cultural Identity in Contemporary Music: Unlimited Voices in East Asia & the West*, Routledge, 2013; "Voice, Culture, & Ethnicity in Contemporary Chinese Compositions," in *Vocal Music & Cultural Identity in Contemporary Music: Unlimited Voices in East Asia & the West*. Co-edited with Christian Utz. Routledge, 99-115, 2013; "Nationalizing Sound on the Verge of Chinese Modernity" in *Nation, Modernity, & the Restructuring of the Field of Cultural Production in China: Beyond the May Fourth Paradigm*, ed. by W.K. Chow, T.K. Hon, H.Y. Ip, Lexington Books, 209-226, 2008.

AREA COURSES TAUGHT: MUS107 Music in World Cul.; MUS311/411D Chn Ensemble; MUS400 Sp. Topics: Asn Music in Classrooms; MUS407 Music Cul. of the World; MUS478C Musical Cul.: Chn; MUS479 Music Prod in Cross-Cul. Context; MUS601 Ethnomusicology Forum; MUS600C Asn Music Sem, MUS678 Perf. Practice & Transcription; MUS679D Adv. Topic in Ethnomusicology

RESEARCH/TEACHING SPECIALIZATONS: Ethnomusicology theory and method, Chinese music, Chinese ensemble, performance

FIELD RESEARCH EXPERIENCE: China (1987, 1992, 1995), Hong Kong (2006, 2008, 2009, 2013)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: NEH Fellowship, National Academy of Sciences Fellowship, Education Improvement Grant, University Research Council Grant, Korean Foundation Grant

LEE, Byong Won

APPOINTED: 1974, tenured

C-K

TITLE/DEPARTMENT: Professor, Ethnomusicology

EDUCATION: PhD (Ethnomusicology) U Washington, 1974; MA UW, 1971; BA Seoul Ntl U, 1964

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE(S): [5= native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATONS: Music of Korea, Buddhist ritual music, Social dimensions of Asian music, diaspora

RECENT PUBLICATIONS: (2013) The Change of Arirang Symbolism in the United States of America: A Brief Personal Perspective. *Arirang in Korean Culture and Beyond: Arirang from Diverse Perspectives*, Edited by Sheen Dae-Cheol. Seongnam: Academy of Korean Studies. Pages 249-256; (2012) Korean Traditional Music: A Bird's-Eye View. *Rediscovering Traditional Korean Performing Arts*. Co-edited by Haekyung Um & Hyonjoo Lee. Seoul: Korean Arts Management Service. Pages 18-24.

AREA COURSE TAUGHT: MUS407 Music Cultures of the World; MUS478E Musical Cultures: Korea; MUS600C Ethnomusicology Seminar; MUS670B Asian Music Seminar

FIELD RESEARCH EXPERIENCE: Korea: 1980-81, 1983-84, 1997, 2013.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Fulbright Research Fellow; Korea Foundation Grantee; Senior Scholar for the UNESCO's Integral Study of the Silk Road Maritime Route Expeditions; 2011 Recipient of the JoongAhn Prize for the Achievement in Arts & Humanities; Dukwon Forest Foundation Pusan, Korea; 2007 Recipient of the *Nangye Akhak Taesang* (Nangye Award for Achievement in Korean Music Research), Youngdong, Korea

LEE, Chae Ho

APPOINTED: 2009, tenured

K

TITLE/DEPARTMENT: Associate Professor, Department of Art and Art History

EDUCATION: MFA (Graphic Design) Rhode Island School of Design, 1999

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] English (5), Korean (3).

RESEARCH/TEACHING SPECIALIZATIONS: Design, Design History, Action Research, Participatory Action Research, New Media Studies.

RECENT PUBLICATIONS: (2013). "Skeuomorphism: Transitioning from a Material World." *Design Principles and Practices*; (2011). "Transnationalism in a Muslim Market: The Questions of Dubai," in Özlem Sandıkcı and Gillian Rice, eds., *The Handbook of Islamic Marketing*. (Edward Elgar Press); (2010). "Designing a New Oral Process," in Grace Lees-Maffei, ed., *Writing Design* (United Kingdom, Berg Press); (2011). Moving Histories: Interactivity in the Examination of History. *Design Principles and Practices*, vol. 5, edited by Bill Cope and Mary Kalantzis (Champaign, Illinois, Common Ground Publishing LLC);

AREA COURSES TAUGHT: Graphic Design Studio I-III, Typography, Digital Design, Lettering

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Short visits to Korea.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: UH Regents' Medal for Excellence in Teaching, 2011; 2010; Various travel awards; University of Hawai'i; CIBER: Center for International Business Education and Research Interdisciplinary Research Award, 2007; Research award from the Shidler College of Business to promote collaborative research between departments

LEE, Hye-Ryeon

APPOINTED: 2001, tenured

K

TITLE/DEPARTMENT: Associate Professor, Communicology

EDUCATION: PhD (Comm.) Stanford U, 2000; MA (Pol. Sci.) Stanford U, 1992; BA Ewha U., 1984

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Health Communication, Social Influences and Persuasion, Research Method, Political Communication

RECENT PUBLICATIONS: Lee, H.-R., Paek, H., & Shim, M.-S (forthcoming). A survey of health communication scholarship on Korea: Breadth, depth, and trends of published research. In D. Jin & N. Kwak (Eds.), *Korean Communication, Media, and Culture*. Lanham, MD: Lexington Books.; Badowski, G., Somera, L.P., Simsiman, B., Lee, H.-R., Cassel, K., Yamanaka, A., & Ren, J. (in press). The efficacy of respondent-driven sampling for the health assessment of minority populations. *Cancer Epidemiology*; Lee, H.-R., Lee, H.-E., & Choi, J. (2017). Motivation and the use of social media: A cross-cultural analysis of psychological well-being and culture in the United States and Korea. *Speech and Communication*, 16(2), 141-182; Cummins, S, Wong, S., Bonnevie, E., Lee, H.-R., Goto, C., McCree-Carrington, J., Kirby, C., Zhu, S.-H. (2015). A multi-state Asian-Language Tobacco Quitline: Addressing a disparity in access to care. *American Journal of Public Health*, 105(10), 2150-2155; Lee, H.-R., Lee, H.-E., Choi, J., Kim, J.-H., & Han, H.-L. (2014). Social media use, body image and psychological well-being: A cross-cultural comparison of Korea and the United States. *Journal of Health Communication*, 19(12), 1343-1358.

AREA COURSES TAUGHT: COMG 785 Research on Intercultural Communication

FIELD RESEARCH EXPERIENCE IN EAST ASIA: short trips to Korea annually

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25 %

DISTINCTIONS: Grants from Hawai'i Community Foundation, Robert Wood Johnson Foundation, American Cancer Society, American Lung Association; Travel scholarships from Hawai'i Community Foundation; Koa Anvil Award from the Public Relations Society of America, Hawai'i Chapter; Dianne Cummings Cancer Prevention Fellowship from Arizona Cancer Center; Best Paper Award from the Assoc. for Education in Journalism & Mass Communication; Korean Honorary Scholarships from Korean Embassy; Harry Grant Scholarship from U Wisconsin-Madison

LEE, Sang-Hyop

APPOINTED: 1999, tenured

K

TITLE/DEPARTMENT: Director of the Center for Korean Studies/Professor, Economics

EDUCATION: PhD Michigan State U. 1998; MA, Seoul National U., 1988; BA, Seoul National U., 1986

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 21

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Korea's economy, social welfare policy, aging and labor market

RECENT KOREA-RELATED PUBLICATIONS: Lee, R., S-H Lee, and A. Mason (eds). 2016, Demographic Dividend and Population Aging in Asia and the Pacific, special issue in the Journal of the Economics of Ageing 8. Scholz, J.K., H.P. Moon, and S-H Lee (eds). 2015. Social Policies in an Age of Austerity: A Comparative Analysis of the US and Korea, Cheltenham, UK and Northampton, MA, USA, Edward Elgar. Park, D. S-H Lee, and M. Lee (eds). 2015. Fiscal Policy, Inequality, and Inclusive Growth in Asia, Oxon, UK, and New York, NY, USA, Routledge. Park, D, S-H Lee, and A. Mason (eds.). 2012. Aging, Economic Growth, and Old-Age Security in Asia, Cheltenham, UK and Northampton, MA, USA, Edward Elgar. Hemming, R., J-H Kim, and S-H Lee (eds). 2012. Sustainability and Efficiency in Managing Public Expenditures in Korea, Seoul, Korea, Korea Development Institute Press. Hahn, C.H., and S-H Lee (eds.). 2011. Reforms for Korea's Sustained Growth, Seoul, Korea, Korea Development Institute Press. Ogawa, N, A. Mason, S-H Lee, A-C Tung, and R. Matsukura. 2014. "Very Low Fertility and the High Costs of Children and the Elderly in East Asia", in Low Fertility and Reproductive Health in East Asia, N. Ogawa, I.H. Shah, P. van Look (eds.). Berlin, Germany, Springer. pp. 31-58. An, C-B, Y-J Chun, E-S Kim, N. Hwang, and S-H Lee. 2011. "Intergenerational Resource Allocation in the Republic of Korea", R. Lee and A. Mason (eds.) Population Aging and the Generational Economy, Cheltenham, UK and Northampton, MA, USA, Edward Elgar. pp. 381-393.

AREA COURSES TAUGHT (KOREA-RELATED): ASAN620 Korea's Economy; ASAN320Z Asian Nation: Economics Issues in Asia; ASAN470 Sustainable Dev. in EA.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Seoul National University Alumni Association Distinguished Service Award; Collaborated with Korea Development Bank, Korea Institute of Health and Social Affairs, Korea Institute of Public Finance, Statistics Korea, UN Population Funds Asia Pacific Region, Asian Development Bank, and universities of Korea, Japan, China, and Taiwan.

LEE, Yean-Ju

APPOINTED: 1996, tenured

K

TITLE/DEPARTMENT: Associate Prof., Department of Sociology

EDUCATION: PhD (Sociology) University of Wisconsin-Madison, 1990

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Sociology of family, Social statistics, Sociology of aging, Demography

RECENT PUBLICATIONS: (currently under review, book manuscript). *Divorce in South Korea: "Doing Gender" & Dynamics of Relationship Breakdown*; (2016). Multiple Dimensions of Gender Role Attitudes: Diverse Patterns among the Four East Asian Societies. In *Family, Work, & Wellbeing in Asia*, eds. M.C. Tsai & W.C. Chen, Springer; (2016). The Extended Family: Disharmony & Divorce. In *Divorce, Separation, and Remarriage: The Transformation of Family*, eds. G. Gianesini and L.B. Sampson, Contemporary Perspectives in Family Research series, Emerald; (2011). Overview of Trends and Policies on International Migration to East Asia: Comparing Japan, Taiwan and South Korea. *Asian and Pacific Migration Journal* 20: 117-131.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual trips to Korea

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

LEVIN, Mark

APPOINTED: 1997, tenured

J

TITLE/DEPARTMENT: Professor, Law; Director, Pacific-Asian Legal Studies Program.

EDUCATION: LLM (Jpn Law) U Washington, 1990; JD Yale Law, 1983; BBA U Michigan, 1980

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Jpn law & society; US-Jpn business transactions; Commercial Law, Civil Procedure, Legislation

RECENT PUBLICATIONS: “Speaking Truth to Power: Professor Setsuo Miyazawa’s Impact on Overseas Understandings of the Japanese Judiciary,” book chapter in *Legal Process in Contemporary Japan: Its Structure and Dynamics*; *Festschrift in Honor of Professor Setsuo Miyazawa’s 70th Birthday* (in Japanese), Shinzansha Publishing, Tokyo, 2017. “Puffing Precedents: The Role of Tobacco Control Litigation in Japan, 1980-2015,” *Asian Journal of WTO & Int’l Health Law and Policy*, Vol. 11, No. 1, 19-47 (2016). “Relational Dynamics Between the U.S. Federal and State Constitutions as Evidenced by Marriage Equality Law” (in Japanese, with Toru Enoki), *Hōritsu Jihō*, Vol. 87, No.5, 91-97 (May 2015). “Circumstances that Would Prejudice Impartiality: The Meaning of Fairness in Japanese Jurisprudence,” *Hastings International and Comparative Law Review*, Vol. 36, No. 2, 475-516 (2013). “Tobacco Control Lessons from the Higgs Boson: Observing a Hidden Field Behind Changing Tobacco Control Norms in Japan,” *American Journal of Law & Medicine*, Vol. 39, 471-489 (2013). “Truth or Consequences of the Justice System Reform Council: An English Language Bibliography from Japan’s Millennial Legal Reforms,” *Asian-Pacific Law & Policy Journal*, Vol. 14, No. 3 (2013) (with Adam Mackie). “Civil Justice and the Constitution: Limits on Instrumental Judicial Administration in Japan,” in *Pacific Rim Law & Policy Journal*, Vol. 20, No. 2, 265-318 (2011). “Japan’s New Citizen Judges: How Secrecy Imperils Judicial Reform,” *The Asia-Pacific Journal*, Vol. 19-6-09, May 9, 2009, with Virginia Tice.

AREA COURSES TAUGHT: LWPA 514 Law & Society in Jpn, LAW 530 2nd Yr Sem, LAW 575J Intl Legal Stds: Jpn, LWPA 577 Jpn Business Law; LWPA 579 International Business Transactions

FIELD RESEARCH EXPERIENCE: In Japan, 1983-84, 1993-1997, 2002-2003. Annual trips to Japan.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 85%

DISTINCTIONS: Blakemore Foundation Fellowship, Japan Foundation Professional Fellowship, Member of Editorial Advisory Board for *Journal of Japanese Studies*

LIN, Le

APPOINTED: 2017, tenure-track

C

TITLE/DEPARTMENT: Assistant Professor, Sociology

EDUCATION: Ph.D. (Sociology) U of Chicago, 2017; M.A. (Sociology) U of Chicago, 2012; M.A. (Education) Teachers College, Columbia U, 2009; B.A. (Economics) Zhejiang University, 2003.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Economic & Organizational Sociology; Edu.; Knowledge & Culture Change; Medical Sociology; Chinese Society.

RECENT PUBLICATIONS: 2009 Mun Tsang, May Wong and **Le Lin**. “The Internationalization of Higher Education in the United States, Britain, and Australia.” *Peking University Education Review*. Vol. 7, No. 2, pp. 75-102 (In Chinese)

AREA COURSES TAUGHT: SOC356 Sociology of China; SOC720 Comparative Study of EA

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Visits to China, 2014, 2015, 2016, and 2017.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: 2017 Graduate Student Research Paper Award, American Sociological Association, Section on Asia & Asian America for “Capitalism Out of the Shadow: Double Ambiguity and the Privatization and Marketization of China’s Education and Training Industry.” 2016 William Rainey Harper Dissertation Fellowship, Univ. of Chicago

LIN, Shu Hwa

APPOINTED: 2004, tenured

C

TITLE/DEPARTMENT: Associate Professor, Apparel Product Design and Merchandising

EDUCATION: PhD Florida State U., 1997; MA Auburn U., 1991; BA Chinese Culture Uni., Taipei 1977

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Taiwanese (5), Mandarin (5), Jpn (1)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese Textile Technologies, Costume in Asian

RECENT PUBLICATIONS: Lin, S. H., & Durate, C.J. (2017). Uncovering the messages behind four imperial dragon robes from exhibitions with *Yin* and *Yang* message. *Journalism and Mass Communication*, 7(1), 53-62.; Lin, S. H., & Sun, X. (2016). Female consumer preference for scented textile products. *Journal of the Hwa Gang*, 23(7), 438-448.; “Beyond luxury: Looking for *Shiang-Yun-Sa* in Hawai‘i.” in *Context*, v. 14, pp. 13-16; (2008). “Chinese court dress design principles,” in *Context*, v. 15, pp.12-15; (2008). “Beyond luxury: Looking for *Shiang-Yun-Sa* in Hawai‘i,” in *Context*, v. 14, p. 13-16; (2007).; “Expressions of political rank by textiles: Historic Chinese dragon robes,” in *Context*, v. 13, pp. 23-27.

AREA COURSES TAUGHT: Costumes/Cultures of East Asia; Textile sciences; Costume museum management; Product lifecycle management

FIELD RESEARCH EXPERIENCE: China, Hong Kong, Thailand, Taiwan, Japan, Korea, German

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Grants from the Hawai‘i Council for the Humanities

LINGLEY, Kate

APPOINTED: 2004, tenured

C

TITLE/DEPARTMENT: Associate Professor and Associate Chair, Art and Art History

EDUCATION: PhD U Chicago, 2004; MA U Chicago, 1998; BA Harvard-Radcliffe College, 1994

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), Classical Chinese (4), Japanese (2), German (1)

RESEARCH/TEACHING SPECIALIZATIONS: Buddhist art of the Northern & Southern Dynasties, medieval Buddhist art, ethnicity between Han & Tang, identity and self-representation, portraiture

RECENT PUBLICATIONS: “A Hybrid Inscription at Shuiyusi: The Buddhist Funerary Record.” In Chinese. For conf. volume: What is Under the Stone: The Significance of Stone Epitaphs for the Study of East Asian Religions. Shanghai: Fudan U. (forthcoming); “Kinship & Commemorative Practices in Early Medieval Buddhist Art.” In W. Hung & K. Tsiang, eds., *Refiguring East Asian Religious Art: Buddhist Devotion & Funerary Practice*. Ctr for the Art of East Asia, U. of Chicago; & Art Media Resources, 2017; 水浴寺石窟における寄進と記念 (Patronage & Memory at Shuiyu Si Cave Temple) In Japanese. In Hamada Tamami 濱田瑞美, ed., *アジア仏教美術論集、東アジア 1: 後漢、三國、南北朝* (Asian Buddhist Art Anthology, East Asia vol. 1: Later Han, Three Dynasties & Southern & Northern Dynasties). Tokyo: 中央公論美術出版 (Chuo Koron Bijutsu Shuppan), 2017, 539-574; “Silk Road Dress in a Chinese Tomb: Xu Xianxiu & 6th c. cosmopolitanism.” In *The Silk Road*, vol. 12, 2014; *The Reformer’s Brush: Modernity & Traditional Media in China*. U. of Hawai‘i Art Gallery, 2011.

AREA COURSES TAUGHT: ART385 & 386 Survey of Chn Art; ART400 Chn Sculpture; ART486 Chn Painting & Theories; ART487 Mod. & Contemporary Chn Art; ART688 Grad Sem. in Chn Art Hist.

FIELD RESEARCH EXPERIENCE: 1998, 2001-2002, 2005, 2009, 2014, 2016, 2017.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 60%

LIU, Min **APPOINTED:** 2011, tenured **C**

TITLE/DEPARTMENT: Associate Professor, Educational Psychology, College of Education

EDUCATION: PhD (Measurement, Statistics & Evaluation) U of Maryland 2011; MA U of Maryland 2007; B.S. (Environmental Science) Beijing Normal U., 1999.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (5)

RECENT PUBLICATIONS: Wang, Z. Y., Liang, X., **Liu, Min**, Lin, H.Y. Chen, N.H., & Lin, Q. (under review). Infant Withdrawal & Behavior Problems in Urban Chinese Toddlers: Roles of Maternal Sensitivity to Infant Distress & Emerging Delay Ability. *Infant & Child Development*; Zheng, D., Schmidt, M., Hu, Y., **Liu, Min** & Hsu, J. (2017). Eco-dialogical Learning & Translanguaging in Open-ended 3D Virtual Learning Environments. *Australasian Journal of Educational Technology*, 33(5), 107-122.; Cheng, B., Fan, A., & **Liu Min**. (2017). Trends, Reasons & Impacts of International Student Mobility: A Chinese Perspective. *Frontiers of Education in China*. 12(3).

RESEARCH/TEACHING SPECIALIZATIONS: Mixture modeling & structural equation modeling; international Chinese students and mobility.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Regular visits to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Visiting scholar to Xiamen U. (2018); Visiting scholar to participate in the UHM-Peking U. Exchange Program (2016); Nomination for Excellent in Teaching Award (2014)

MASON, Andrew **APPOINTED:** 1975, tenured **K**

TITLE/DEPARTMENT: Professor, Economics

EDUCATION: PhD University of Michigan, 1975; MA University of Michigan, 1973

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner]

RESEARCH/TEACHING SPECIALIZATIONS: Population economics, macroeconomics, economic growth, intergenerational transfers

RECENT PUBLICATIONS: Ronald Lee, Andrew Mason, & members of the NTA network, 2014 “Is Low Fertility Really a Problem? Population Aging, Dependency, & Consumption,” *Science* (346) 229-234; Ronald Lee & Andrew Mason 2014 “National Transfer Accounts & intergenerational transfers” *International Handbook on Ageing & Public Policy*, S. Harper & K. Hamblin, eds. (Cheltenham, UK & Northampton, MA, USA: Edward Elgar) 153-163; Ronald Lee & Andrew Mason, lead authors & editors, 2011. *Population Aging & the Generational 3 Economy: A Global Perspective* (Cheltenham, UK & Northampton, MA: Edward Elgar); Andrew Mason & Sang-Hyop Lee, 2012 “Population, Wealth, & Economic Growth in the AsiaPacific Region” in Park, Donghyun, Sang-Hyop Lee & Andrew Mason (Eds) *Aging, Economic Growth, & Old-age Security in Asia* (Cheltenham, UK & Northampton, MA: Edward Elgar); Sang-Hyop Lee & Andrew Mason, 2012 “The Economic Lifecycle & Support Systems in Asia” in Park, Donghyun, Sang-Hyop Lee & Andrew Mason (Eds) *Aging, Economic Growth, & Old-age Security in Asia* (Cheltenham, UK & Northampton, MA: Edward Elgar); Sang-Hyop Lee, Andrew Mason & Donghyun Park, 2012 “Why does population aging matter so much for Asia? Population aging, economic growth, & economic security in Asia” in Park, Donghyun, Sang- 5 Hyop Lee & Andrew Mason (Eds) 2012 *Aging, Economic Growth, & Old-age Security in Asia* (Cheltenham, UK & Northampton, MA: Edward Elgar); Lee, R., & Mason, A.

AREA COURSES TAUGHT: Population economics and macroeconomics

FIELD RESEARCH EXPERIENCE IN EAST ASIA: trips to EA for conferences and meetings

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: UH College of Social Sciences Award for Excellence in Research, 2005-06

MCCRAW, David R.

APPOINTED: 1986, tenured

C

TITLE/DEPARTMENT: Professor of Chinese Literature and Language, EALL

EDUCATION: PhD (Asian Languages) Stanford, 1986; MA Stanford, 1983; BA U Mass, 1981

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (4+), Classical Chinese (5), Japanese (2), French (1+)

RESEARCH/TEACHING SPECIALIZATIONS: classical Chinese lit and especially Chinese poetry

RECENT PUBLICATIONS: (2018). Review article: Stephen Owen, Ding Xiang Warner, & Paul Kroll, *The Poetry of Du Fu*. Berlin, Boston: De Gruyter (Library of Chinese Humanities), 6 volumes. forthcoming in *Harvard Journal of Asiatic Studies* 78.1; (2016). "Yuanhe Poetry Sequences: A New Look," *J. of the American Oriental Society* Vol.136.1, pp. 69-97.; (2010). Stratifying Zhuangzi: Rhyme & other Quantitative Evidence (Academia Sinica, Taipei); (2010). "An "ABC" Exercise in Old Sinitic Lexical Statistics," *Sino-Platonic Papers* #202, 43 pp.; (2010). "The Art of Chinese Poetry Textbooks" (a review of Cai Zongqi (Ed.), *How to Read Chinese Poetry: A Guided Anthology*," *China Review Intl* 17.1, pp. 22-44, 58-59.

AREA COURSES TAUGHT: CHN 101-102; CHN 461-462 Classical Chn; CHN 481-482 Hist of Chn Lit; CHN 603C Biblio; CHN 610 Chn Poetry; CHN 661-662 Adv Classical Chn; EALL 361-362 Trad Chinese Lit in Translation. CHN751T: Seminar in Chinese Lit.

FIELD RESEARCH EXPERIENCE: Academia Sinica (Taipei): Spring 2007.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: National Endowment for the Humanities Grant, URC Award

PEDAGOGICAL APPROACH: performance-based

MCNALLY, Mark T.

APPOINTED: 1999, tenured

J

TITLE/DEPARTMENT: Professor, History

EDUCATION: PhD (Hist) UCLA, 1998; MA (Hist) UCLA, 1995; BA Pomona College, 1990

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Tokugawa intellectual & social history; Kokugaku and Confucianism; 20th century nationalism & ethnology; folklore; the early modern Japanese public sphere; Japanese nativism; Japanese exceptionalism; Okinawa.

RECENT PUBLICATIONS: *Like No Other: Nativism & Exceptionalism in Early Modern Japan*, UH Press, 2016; "A King's Legitimacy & a Kingdom's Exceptionality: Ryūkyū's *Bankoku shinryō no kane* of 1458," *Intl J. of Okinawan Studies*, vol. 6 (2015); "Morality & Metaphysics: Neo-Confucianism in East Asia," in *Neo-Confucianism in East Asia* (ABC-CLIO, 2012); "Who Speaks for Norinaga? Determining Succession in 19th c. Kokugaku," *Japanese J. of Religious Studies*, vol. 38, no. 1 (2011); "Exceptionalism, the Atomic Bomb, & U.S.-Japanese Relations: Comments on 'The Lucky Strike,'" in *Hist. Revisited, the Great Battles: Eminent Historians Take on the Great Works of Alternative Hist.* (BenBella, 2008); *Proving the Way: Conflict & Practice in the Hist. of Japanese Nativism*, Harvard U Asia Ctr, 2005; "The Proof is Out There: Hirata Atsutane, Evidential Learning & the Afterlife," in *Perspectives on the Afterlife. Vienna: the Austrian Academy of Sciences*, 2004.

AREA COURSES TAUGHT: HIST321-322 Hist of Jpn to 1700, 1700-Present; HIST422 Early Mod Jpn; HIST423 Okinawa; HIST665C Grad Sem in Early Mod Jpn; HIST665D Grad Sem in Mod Jpn.

FIELD RESEARCH EXPERIENCE: U Tokyo (1996, 2005); Okinawa (2011); Tōhoku/Hokkaidō (2017)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 90%

DISTINCTIONS: Postdoctoral Fellowship, Edwin O. Reischauer Institute of Japanese Studies, Harvard (1998-1999); Fulbright Researcher (2005); Foreign Research Scholar, Historiographical Institute, Tokyo University (2005); Guest Professor, University of Tübingen (Germany, 2008)

MIAO, Pu

APPOINTED: 1996, tenured

C

TITLE/DEPARTMENT: Professor, Architecture

EDUCATION: PhD (Arch) UC Berkeley, 1992; MA UC Berkeley, 1985; BA Tongji U, Shanghai, 1982

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 7

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Architectural/urban design and theory in China

RECENT PUBLICATIONS: (2011). Brave New City: Three Problems in Chinese Urban Public Space since the 1980s. *Journal of Urban Design*, 16(02), 179-207; (2003). "Deserted Streets in a Jammed Town: Gated Communities in Chinese Cities and Its Solution" *Journal of Urban Design*, 8(01), 45-66.

AREA COURSES TAUGHT: ARCH 544: Comprehensive Arch Design

FIELD RESEARCH EXPERIENCE: Annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 85%

DISTINCTIONS: Built designs have been published in international journals such as *Architectural Review*, *Domus*, *Detail*, *A+*, & *Architecture Asia*, as well as Chinese periodicals such as *Architectural Journal*, *Time+ Architecture*, & *Architect*. Invited to exhibit work at the Intl Ctr for Urbanism, Arch. & Landscape (CIVA) in Brussels (2008) and at the Aedes East-International Forum for Contemporary Arch. in Berlin (2011); 2007 Far Eastern Architectural Award (Taiwan) & the Award of Excellence in the First Architectural Design Awards organized by the Architectural Society of China, Shanghai Chapter, 2006

MOHR, Michel

APPOINTED: 2007, tenured

J

TITLE/DEPARTMENT: Professor, Religion.

EDUCATION: PhD (Hist of Religions) U. of Geneva, 1992; Licence ès Lettres U. of Geneva, 1982

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 2

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] French (5); Japanese (5); Classical Chinese (4); German (3); Spanish (3); Italian (3); Mandarin (2); Sanskrit (2)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese and Asian religions.

RECENT PUBLICATIONS: "Immeasurable Devices: Their Treatment in the *Damoduoluo chanjing* & Further Distillation in Japanese Zen." *Dharma Drum Journal of Buddhist Studies* 16, July 2015; *Buddhism, Unitarianism, & the Meiji Competition for Universality*. Harvard U. Press, 2014. "Sengai's Multifaceted Legacy," In *Zen Master Sengai: 1750-1837*, 2014.; "Filial Piety with a Zen Twist: Universalism & Particularism Surrounding the *Sutra on the Difficulty of Reciprocating the Kindness of Parents*," *J. of Religion in Japan* 2 (1), May 2013; "Plowing the Zen Field: Trends since 1989 & Emerging Perspectives," *Religion Compass* 6 (2), 2012.; "The Use of Traps & Snares: Shaku Sōen Revisited" in *Zen Masters*, ed. by Steven Heine & Dale S. Wright, Oxford: Oxford U. Press, 2010; "Beyond Awareness: Tōrei Enji's Understanding of Realization in the Treatise on the Inexhaustible Lamp of Zen, Ch. 6." In *Buddhist Philosophy: Essential Readings*, ed. by W. Edelglass & J.L. Garfield. NY: Oxford U. Press, 2009; "Invocation of the Sage: The Ritual to Glorify the Emperor."

AREA COURSES TAUGHT: REL204 Understanding Jpn Rel; REL207 Understanding Buddhism; REL203 Understanding Chn Religions; REL394 On Death & Dying; REL490 Buddhism in Jpn; REL 661C Jpn Rel Sem; REL661D East Asian Buddhism Sem; REL625 Applied Methods in the Study of Religion

FIELD RESEARCH EXPERIENCE: Japan 1980-81, 1983-87, 1992-2006, annual since 2007, 2015 sabbatical semester in Kyoto.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: International Research Center for Japanese Studies in Kyoto appointment as Visiting Research Scholar; Center for Chinese Studies at the National Central Library in Taipei Grant; Japanese Ministry of Education Grant; Swiss National Foundation for Scientific Research Grant; Japan Foundation Grant; Japanese Society for the Promotion of Science Grant; Hōshaku Institute for Religion & Culture Grant; Japanese Endowment Studies Grant

MURAYAMA, Emi **APPOINTED: 2013, untenured** **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL (JPN language section head)

EDUCATION: PhD Japanese Linguistics UHM (2012); MA Japanese Linguistics UHM (1999); BA Univ of Oregon (1995); BA Rikkyo Univ. (1988)

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5), Chinese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Language and social interaction (Conversation Analysis); business discourse in Japanese; JFL pedagogy.

AREA COURSES TAUGHT: JPN 101-202; JPN (Oral Communication) 211-212; JPN 301-302; JPN 370 Lang in Japanese Society.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Data collection at Japanese business offices (2005)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Communicative approach (material development, analysis of learners' performance); emphasis on interactional competence and language pragmatics

NI, DONGYUN **APPOINTED: 2005, tenure-track** **C**

TITLE/DEPARTMENT: Chinese Studies Librarian / Library Services

EDUCATION: Master of Science in Computer Science, University of Hawai'i at Mānoa, 2011; Master of Library and Information Science, University of Hawai'i at Mānoa, 2004

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin -5; Japanese -1.

RESEARCH/TEACHING SPECIALIZATIONS: China-focused bibliographic instruction, in-depth research consultation, and information literacy.

RECENT PUBLICATIONS: Wang, Chengzhi, et al. (2017). 中国抗日战争北美历史档案文献提要 = *The Sourcebook of North American Historical and Archival Resources on China's War of Resistance against Japanese Aggression*. Shanghai: Fudan University Press. Contributed 31 entries (224 in total), created subject index, and compiled glossaries for names and organizations.

FIELD RESEARCH EXPERIENCE: Annual trip to China for library collection development.

TIME DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

NING, Cynthia Y.

APPOINTED: 1991, untenured

C

TITLE/DEPARTMENT: Associate Director, Center for Chinese Studies, SPAS; Hawai'i Director, Confucius Institute

EDUCATION: PhD (Chinese) U Michigan, 1986; MA U Michigan, 1976; BA Kalamazoo College, 1973

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), German (3), Japanese (2), French (2), Hindi/Urdu (2)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese language pedagogy, comedy, film

RECENT PUBLICATIONS: (2010-16). *Encounters: Chinese Language and Culture*, suite of materials (four text-books at two levels, feature film, documentary series, and interactive website) to teaching intro Chinese to English-speaking learners, lead author, Yale U Press and China International Publishing Group.

AREA COURSES TAUGHT: ASAN 330 Chn Film: Art & Hist; CHN 101 to 202

FIELD RESEARCH EXPERIENCE: Annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Past Executive Director and President, Chinese Language Teacher's Association (CLTA); U Hawai'i's Excellence-in-Teaching Award; Hawai'i Association of Language Teacher's Language Teacher of the Year (1994); Past president of HALT and the Chinese Language Education Association of Hawai'i; once-certified oral proficiency tester of Chinese; trained tester of ESL; performance-based methodology; teacher-trainer on standards- and task-based pedagogy in Chinese.

ODIN, Steve

APPOINTED: 1982, tenured

J

TITLE/DEPARTMENT: Professor, Philosophy

EDUCATION: PhD (Philosophy) SUNY Stony Brook, 1980; MA (Philosophy) SUNY Stony Brook, 1977; BA SUNY Purchase, 1975

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese Buddhism, Japanese Religions, Modern Japanese Philosophy, Japanese Literature, Japanese Aesthetics.

RECENT PUBLICATIONS: *Tragic Beauty in Whitehead and Japanese Aesthetics* (Lanhan: Lexington Books, 2016). Edited with Graham Parkes, *Blackwell Press Sourcebook in Japanese Philosophy* (2008).; "God as Peace-Bestowing Buddha/Christ" (book chapter) in *Deep Religious Pluralism*, edited by David Ray Griffin (Louisville: Westminster John Know Press, 2005).; "Celebration of the Ordinary in the American Philosophy of Stanley Cavell & Japanese Thought" *Journal of Pacific & American Studies*, 2005.; "Leap of Faith in Shinran & Kierkegaard" *The Pure Land*, 2003; "The Lotus Sutra in the Writings of Miyazawa Kenji" in *A Buddhist Kaleidoscope: Essays on the Lotus Sutra*, 2003.

AREA COURSES TAUGHT: PHIL 100 Intro to Phil (Comparative, 40% EA); PHIL 380 Jpn Philosophy; PHIL 406 Intro to Zen (Ch'an) Buddhist Phil; PHIL 449 Philosophical Topics: Jpn Aesthetics; PHIL 790 Sem in Comp Philosophy—Dogen; PHIL 780 Sem in Jpn Phil; PHIL 417 Phil in Literature (Modern Jpn)

FIELD RESEARCH EXPERIENCE: total of 6 years in Japan between 1982 and 2005.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Fulbright Grants; Niwano Foundation Grant; Templeton Foundation Award (2000); Japan Foundation; AAS/NEAC; NEH; National Resource Fellowship for the Study of Japanese language and culture in Japan (1984-85); UH Presidential Award for Excellence in Teaching (1986)

OGASAWARA, Miki **APPOINTED:** 1989, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA U Hawai'i, 1987; BA U Hawai'i, 1985;

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Spanish (4)

RESEARCH/TEACHING SPECIALIZATIONS: Instruction of Japanese language courses; Fourth-year courses for bilinguals (JPN403-404), Japanese composition WI (JPN 421)

RECENT PUBLICATIONS: Kana and Kanji: *A Beginner's Workbook* 1, 2, 4. New York: McGraw Hill. (2003)

AREA COURSES TAUGHT: JPN 101-402; JPN 403-404 Fourth-year Japanese for Advanced Speakers I & II; JPN 421 Japanese Composition (WI); JPN 493 Project Work(WI); JPN 495 Hotel Internship (OC).

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Studies Endowment Travel Award (UH); Distinguished LLL college excellence in teaching award, 2005; Japanese Language Proficiency Committee; Certified ACTFL Oral Proficiency Interview Tester; Fall 2008-2009: Faculty Facilitator for the J-Floor (Japanese Language and Culture) Program at UH; Faculty Adviser for the Japanese Culture Club at UHM since 2002. One of the principal writers for Japanese Textbook Project.

PEDAGOGICAL APPROACH: Eclectic Methods-Communicative Approach based on ACTFL Proficiency Guidelines

O'GRADY, William **APPOINTED:** 1991, tenured **K**

TITLE/DEPARTMENT: Professor of Linguistics, College of LLL

EDUCATION: BA U Prince Edward Island, 1972; MA (Linguistics) Université Laval, 1975; MEd Harvard, 1978; PhD (Linguistics) U Chicago, 1978

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] French (5), Spanish (4), Korean (3)

RESEARCH/TEACHING SPECIALIZATIONS: Language acquisition, language revitalization, syntax

RECENT PUBLICATIONS: *Jejueo: The Language of Korea's Jeju Island*. (co-authored with Changyong Yang & Sejung Yang). Honolulu: University of Hawai'i Press, forthcoming. *Jejueo-1* (an introductory textbook for teaching and learning Jejueo, co-authored with Changyong Yang & Sejung Yang). Seoul: Kyobo, 2017. *Handbook of Language Emergence* (co-edited with Brian MacWhinney). Boston: Wiley. 2015; (with Chae-Eun Kim & Kamil Deen) "The extrinsic plural marker in Korean: Five studies." To appear in *Korean Linguistics*; Anaphora and the case for emergentism. B. MacWhinney & W. O'Grady (eds.), *The Handbook of Language Emergence*. Boston: Wiley-Blackwell; (with M. Choi) "The acquisition of Korean syntax by second language learners." To appear in L. Brown and J. Kim (eds.), *The Handbook of Korean Linguistics*. Boston: Wiley-Blackwell; "The illusion of language acquisition." *Linguistic Approaches to Bilingualism* 3, 2013, 253-85; (with H. Kwak). Scope. In P. Robinson (ed.), *Encyclopedia of Second Language Acquisition*. New York: Routledge, 2013, 567-68; "Three factors in the design and acquisition of language." *Wiley Interdisciplinary Reviews: Cognitive Science* 3, 2012, 493-99; (with M. Lee, H. Kwak, & S. Lee). "Processing, pragmatics, and scope in Korean and English." In H. Sohn, H. Cook, W. O'Grady, L. Serafim, & S. Cheon (eds.), *Proceedings of the 19th Japanese-Korean Linguistics Conference*. Stanford, CA: Center for the Study of Language and Information, 2011, 297-311; "Language acquisition without an acquisition device." *Language Teaching* 45, 2011, 116-30; "Relative clauses: Processing and acquisition." In E. Kidd (ed.), *The Acquisition of Relative Clauses: Processing, Typology and Function*. Amsterdam: John Benjamins, 2011, 13-38.

AREA COURSES TAUGHT: LING 422: Introduction to grammatical analysis

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

OKUHARA, Keiko

APPOINTED: 2003, tenured

J

TITLE/DEPARTMENT: Bibliographic Services/Systems Librarian, Law School

EDUCATION: MA U of Pittsburgh, 2004; MLS North Carolina Central U, 1994; BA Nihon U, 1987

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATONS: Legal research/resources specialized in Japanese law

RECENT PUBLICATIONS: “Issues and Trends in Collection Development for East Asian Legal Materials” *Law Library Journal* (v. 105, no. 3 Summer 2013): p. 322-339.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, periodic visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Member of the Pacific-Asian Legal Study (PALS) Committee of the Law School since 2004.

OSBORNE, Thomas A.

APPOINTED: 2006, tenured

K

TITLE/DEPARTMENT: Professor of Composition and Theory, Music

EDUCATION: D.M.A. in Composition, University of Southern California, 2006; M.M. in Composition, Rice University, 2002; B.M. in Composition, Indiana University, 2000.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 0

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (3)

RESEARCH/TEACHING SPECIALIZATONS: Music composition including both Western and non-Western (Japanese, Chinese, and primarily for Korean musical instruments).

RECENT WORKS & RECORDINGS. Selected Works: *Eternity* (2017, daegeum and Korean traditional orchestra); *Parallel* (2017, piri, haegeum, gayageum, geomungo, janggu); *Autumn Winds* (2016, 3 gayageums); *A Machine of Silk and Wood* (2016, 4 gayageums). Selected Recordings in: Jung Gil Seon’s “Gayageum Creative Work Series VII: Sanjo & Sanjo” (2016); Gimhae Gayageum Orchestra’s “Tall Tree Forest” (2015); Busan National Gugak Center Traditional Orchestra’s “Respect for Tradition” (2015).

AREA COURSES TAUGHT: Contemporary Music Ensemble which presents music by living composers from the West and the Asia/Pacific region.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: S. Korea, 2012-2013.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: UHM College of Arts & Humanities Excellence in Teaching Award (2011); Fulbright Senior Research Scholar (2012-2013) at Seoul National University; 2013 Distinguished Composer of the Year by the Music Teachers National Association

PAK, Gary

APPOINTED: 2002, tenured

K

TITLE/DEPARTMENT: Professor of English

EDUCATION: PhD (English) U Hawai'i 1997; MA (English) U Hawai'i, 1990; BA, Boston U, 1974;

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (2), Hawaiian (2).

KOREA-RELATED RESEARCH/TEACHING SPECIALIZATIONS: Korean-American literature
Korean-American culture Korean literature in translation, Contemporary Korean cinema

RECENT PUBLICATIONS: *Brothers Under a Same Sky*, Honolulu: University of Hawai'i Press, 2013; "Excerpt from *Brothers Under a Same Sky*," *Asian American Literary Review* 1:1 (2010).

AREA COURSES TAUGHT: ENG735Q Asian American Literature and Theory (Early Asian-American Literature); ENG463 Understanding Contemporary Korean Cinema; ENG470 Contemporary East Asian Cinema.

FIELD RESEARCH EXPERIENCE: Korea 2002, 2004, 2005 and annually 2007-13

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Awards and Fellowships: Fulbright; Association for Asian American Studies National Book Award for Literature, 1993; Hawai'i Council for the Humanities grant; Research Relations Fund Award; Hawai'i Book Publishers award. Nominations: Pushcart Prize, After Columbus Prize, PEN-Faulkner, Kuriyama Book Prize, United States Artist Fellowship

PARK, Hyoung-June

APPOINTED: 2012, tenured

K

TITLE/DEPARTMENT: Associate Professor, Architecture

EDUCATION: PhD (Architecture with Computer Science minor) U Michigan, 2005; MS (Architecture Studies: Design & Computation), MIT, 1997; Master of Architecture U Michigan, 1995; BS (Architectural Engineering), Yonsei University, 1992

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] English (5), Korean (5), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Optimization, Design Futures, Urban Resilience, Shape Grammar, Aesthetics, Affordable Housing, Interactive Design, Cultural Contents

RECENT PUBLICATIONS: **Park H-J.** 2017. Ratios from the Intersections of 10 + 1 Proportionalities. *Nexus Network Journal* 19(1): 145 – 154; **Park, H-J** and Kassa, B., 2016. A Tale of Two Cities: A Cost-driven Design Optimization in Addis Ababa & Honolulu. *Proceedings of the 21st International Conference on Computer-Aided Architectural Design Research in Asia (CAADRIA 2016)* / Melbourne, Australia. 23-32; **Park , H-J**, Yeh, R., and Ahlers, R. 2014. A FUTURE SCENARIOS BASED COMPUTATIONAL FRAMEWORK FOR CAMPUS PLANNING. *Proceedings of the 19th International Conference on Computer-Aided Architectural Design Research in Asia (CAADRIA 2014)* / Kyoto, Japan. 419-428; **Park, H-J**, and Chen, J. 2014. A COST-DRIVEN DESIGN OPTIMIZATION FRAMEWORK. *Proceedings of the 19th International Conference on Computer-Aided Architectural Design Research in Asia (CAADRIA 2014)* / Kyoto, Japan. 957-958; Lee J-H, **Park, H.J.**, Lim S, Kim S-J. (2013). A formal approach to the study of the evolution and commonality of patterns. *Environment and Planning B: Planning and Design* 40(1), 23-42; Suh, Junghwa K. and **Hyoung-June Park.** (2013). Daylighting as a Synthesis Tool in the Early Stage of an Urban-Scape Design: *Proceedings of the 18th International Conference on Computer-Aided Architectural Design Research in Asia (CAADRIA 2013)* / Singapore 15-18 May 2013, pp. 189-198;

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea, 2009-2010, 2015-2016

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: UH Regent's Medal for Excellence in Teaching, 2014; Best Paper Award at 2012 CAADRIA Conference at Chennai, India (Co-authored with Kody Kato); Patent Pending: Provisional Patent Application 61/687,400 titled "System and Method for Performance-Oriented Architecture (Co-inventor with Kody Kato)

PARK, Mee-Jeong

APPOINTED: 2006, tenured

K

TITLE/DEPARTMENT: Associate Professor of Korean, EALL

EDUCATION: PhD (Applied Ling), UCLA, 2000; MA (Romance Ling), UCLA, 1996; BA, UCLA, 1993

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 35

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), Spanish (5)

RESEARCH/TEACHING SPECIALIZATIONS: Functional/Pedagogical grammar, Discourse Analysis

RECENT PUBLICATIONS: Park, M.J. (2017). Negotiating Solidarity & Politeness in Korean Interaction. *Intl J. of Kor. Lang. Ed.* 2(3), p. 197-237; Park, M.J., B. Choi, H. Kim, Y. Yun, & O. Pyun (2016). Curriculum/curricular Framework: Level 1 Curriculum. *Kor. Lang. in America*, 19(2), Sp. Issue: College Korean Curriculum Inspired By Natl Standards For Korean. p. 179-199; Lee, E.H., Madigan, S. & Park, M-J. (2015). *Introd. to Korean Ling.* Routledge; Park, M.-J. (2013). An effective way of teaching Kor. obstruents to beginning learners. *Studies in Kor. Ling. & Lang. Pedagogy. Festschrift for Ho-min Sohn.* Sohn, S.O., Cho, S., & You, S.H. [Eds]. Korea U. Press; Park, M-J. & Sohn, S.O. (2013). *Resource Book for Kor. Grammar Instruction.* UH Press; Park, M-J. et al. (2012) *Integrated Kor.: Intermediate 2.* Workbook. UH Press; Park, M-J. et al. (2011) *Integrated Kor.: Intermediate 1.* Workbook. UH Press; Park, M-J. et al. (2010) *Integrated Kor.: Beginning 2.* Workbook. UH Press; Park, M-J. et al. (2009) *Integrated Kor.: Beginning 1.* Workbook. UH Press

AREA COURSES TAUGHT: KOR380 Proficiency through Kor TV dramas; KOR470 Kor Lang. in Cul. & Society; KOR634 Discourse Analysis; KOR635 Teaching Kor as second lang: theory; KOR655 Kor pedagogy: practicum; KOR730 Korean lang. research seminar

FIELD RESEARCH EXPERIENCE: annual trips to Korea, sabbatical 2014 in Korea.

TIME(%) DEVOTED TO EA RESEARCH, TEACHING, SERVICE, AND ADVISING: 100%

DISTINCTIONS: 2014 College of LLL Award for Excellence in Teaching; 2014 Fellowship for Field Research for faculty (Funded by Korea Foundation); 2013 UH CKS conf. grant; 2010 CIBER Language Award for developing curriculum on learning polite lang. through Korean TV dramas; 2010 Korea Foundation KLEAR textbook publication; 2008 Korea Foundation multimedia instructional materials dev.

PEDAGOGICAL APPROACH: communicative, educational technology

PARK, Young-A

APPOINTED: 2011, tenured

K

TITLE/DEPARTMENT: Associate Professor, Asian Studies

EDUCATION: PhD Harvard, 2006; MA Seoul National U, 1995; BA Seoul National U, 1993.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5)

RESEARCH/TEACHING SPECIALIZATIONS: Korean social movements, Korean independent film, N. Korean refugees in S. Korea

RECENT PUBLICATIONS: "Changing Representations of the Urban Poor in Korean Independent Cinema" (1st author). Sp. Issue, "Beyond *Hallyu*," *Quarterly Review of Film & Video* (2016); *Unexpected Alliances: Post-Authoritarian State, Independent Film Networks & the Film Industry in S. Korea* (2015, Stanford U. Press); "New Activist Cul. Prod.: Independent Filmmakers, Post-authoritarian State & New Capital Flows in S. Korea." In G.W. Shin & P. Chang, (Eds.), *Kor. Social Movements: From Democracy to Civil Society* (2011).

AREA COURSES TAUGHT: Korean Society through Film; Globalization & Korea; North Korean History & Culture; Korean Popular Culture; Graduate Seminars on Korean Studies

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea, 2000-2017

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Korean National Research Council Grant; Min Kwan-Shik Faculty Enhancement Award/Publication Award

PENG, Yun

APPOINTED: 2011, tenure-track

C

TITLE/DEPARTMENT: Asst Prof of Chinese, EALL; Affiliated Faculty, Chinese Flagship Program

EDUCATION: PhD U. of Minnesota, 2008; MA U. of Cincinnati, 1997; BS Fudan U., 1988

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (5), German (3), French (2)

RESEARCH/TEACHING SPECIALIZATION: Mod Chn lit; Chn cinema; Critical theory.

RECENT PUBLICATIONS: *The Anamorphosis of Realism: From Lu Xun to Independent Doc.* (book manuscript under review with HK U. Press); “Queer as Subalterns” (review of P. Liu, *Queer Marxism in Two Chinas*. Duke U. Press, 2015). *Cultural Critique* (forthcoming); “The Slow Drift” (review of S. H. Lim, *Tsai Mingliang & a Cinema of Slowness*. UH Press, 2014). *China Review Intl.* 20(3&4), 251-258

AREA COURSES TAUGHT: EALL363B 20th c. Chn Lit. & Cul., 1919-49; EALL363C 20thc. Chn Lit. & Cul., 1949-Present; EALL366 City in Mod. Chn Lit. & Visual Arts; EALL476 Perspectives on Chn Cinema; EALL611B 20thc. Chn Literary Studies; CHN753M Rsrch Sem. in Chn Lit.: Mod.; EALL611 Tpcs in Mod. Chn Lit. & Cul. Studies; EALL647 Contemp. Chn Doc.

FIELD RESEARCH EXPERIENCE: annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: Performance-based language instruction.

PERKINS, FRANKLIN

APPOINTED: 2017, tenured

C

TITLE/DEPARTMENT: Professor, Philosophy

EDUCATION: PhD (Philosophy) Pennsylvania State University, 2000; BA Vanderbilt, 1992.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (4); Classical Chinese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Classical Chn Philosophy, Comparative Philosophy

RECENT PUBLICATIONS: *Heaven & Earth Are Not Humane: The Problem of Evil in Classical Chn Phil.* Indiana U. Press, 2014; *Chn Metaphysics & Its Problems*, co-ed. w/C.Y. Li. Cambridge U. Press, 2015; “Music & Affect: The Influence of the *Xing zi ming chu* on the *Xunzi* & *Yueji*,” *Dao: J. of Comparative Phil.* 16.3: 325-340 (2017); “The *Laozi* & the Cosmogonic Turn in Classical Chn Phil.,” *Frontiers of Phil. in China*, 11.2 (2016): 185-205; “*All Things Flow into Form* 凡物流形 & the “One” in the *Laozi*,” *Early China* 38 (2015), 195-232; “The *Mozi* & the *Daodejing*,” *J. of Chn Phil.* 41.1-2 (2014): 18–32; “Divergences within the *Lǎozǐ*: Study of Chap. 67-81.” *T’oung Pao* 100 (2014): 1-33; “Leibniz & the Question of Chn Spinozism,” *Leibniz & the European Encounter with China: 300 Yrs of Discours sur la théologie naturelle des Chinois*, ed. by W. Li (Felix Steiner Verlag, 2017), pp. 167-178; “Problems with Metaphysics in a Comparative Context,” *Chn Phil. & Methodologies* (Bloomsbury Rsrch Handbook), ed. by S-H. Tan (Bloomsbury, 2016), pp. 183-198; “Leibniz on the Existence of Phil. in China,” in *China in the German Enlightenment*, ed. by D.L. Purdy & B. Brandt (U. of Toronto Press, 2016), pp. 60-79; “Chn Metaphysics & Its Problems: An Intro.” co-written with C.Y. Li, in *Chn Metaphysics & Its Problems*, co-ed. w/C.Y. Li (Cambridge U. Press, 2015); “What is a Thing (*wu* 物)?: Problem of Individuation in Early Chn Metaphysics,” in *Chn Metaphysics & Its Problems*, co-ed. w/C.Y. Li (Cambridge U. Press, 2015). Trans. into Chn as “什么是物? - 早期中国形而上学中的个体化问题” in 《哲学评论》2014, trans. by 李勇; “Metaphysics in Chn Phil.” *Stanford Encyclopedia of Phil.* (2015)

AREA COURSES TAUGHT: PHIL370 Chn Phil.; PHIL672 Daoism; PHIL770 Sem in Chn Phil.

FIELD RESEARCH EXPERIENCE: 4 yrs in PRC (rsrch & teaching), 5 months in Taiwan.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

PETERSEN, Carole

APPOINTED: 2006, tenured

C

TITLE/DEPARTMENT: Professor of Law; Graduate Chair for the Matsunaga Institute for Peace; joint appointment in the Law School and the College of Social Sciences

EDUCATION: Postgraduate Diploma, U. Hong Kong, 1994; JD, Harvard, 1984; BA, U. Chicago, 1981

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (1), Cantonese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Hong Kong Law; International Law; International Human Rights (specifically in Hong Kong and mainland China); Gender and Law; Negotiation

RECENT PUBLICATIONS: *Academic Freedom & Critical Speech in Hong Kong: China's Response to Occupy Central & the Future of 'One Country, Two Systems,'* 42 NORTH CAROLINA J. OF INTL LAW 665-727 (2017) (co-authored with A.Y.H. Cheung); *Intl Law & the Rights of Gay Men in Former British Colonies: Comparing Hong Kong & Singapore,* 46 HONG KONG LAW J. 109-129 (2016); *Equal Opportunities Law Reform in Hong Kong: The Impact of Intl Norms & Civil Society Advocacy,* in M. Tilbury, S. Young, & L. Ng (eds.), REFORMING LAW REFORM: PERSPECTIVES ON LAW REFORM PROCESSES IN HONG KONG & BEYOND (HKU Press, 2014) (co-authored with Kelley Loper); *Sexual Orientation & Gender Identity in Hong Kong: A Case for the Strategic Use of Human Rights Treaties & the Intl Reporting Process,* 14(2) ASIAN-PACIFIC LAW & POLICY J. 28-83 (2013); *Preserving Traditions or Breaking the Mold? A Comparative Study of the Impact of Transnational Human Rights Processes in the People's Republic of China & the Hong Kong Special Administrative Region,* in Topidi and Fielder, eds., TRANSNATIONAL LEGAL PROCESSES AND HUMAN RIGHTS (Ashgate Publishing Ltd. 2013); *Bridging the Gap? The Role of Regional & National Human Rights Institutions in the Asia Pacific,* 13(1) ASIAN-PACIFIC LAW & POLICY JOURNAL 174-209 (2011); *Intl Norms & Domestic Law Reform: The Difficult Birth of Hong Kong's Racial Discrimination Law,* 6(2) DIRECTIONS 13-21 (Canadian Race Relations Foundation 2011).

FIELD RESEARCH EXPERIENCE: Research & teaching in HK 1989-2006, annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 40%

PETERSON, Christian E.

APPOINTED: 2008, tenure-track

C

TITLE/DEPARTMENT: Associate Professor, Anthropology

EDUCATION: PhD U Pittsburgh 2006; MA U Pittsburgh 2005; BA U Toronto 1999

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (3); Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: archaeology of NE China, Korea, Japan; comparative study of early complex societies; regional settlement, community patterning, and demography; household archaeology; quantitative and spatial analysis, and GIS; agent-based modeling

RECENT PUBLICATIONS: Peterson, C. E. Lu X., R. D. Drennan, & Zhu D. (In Press), *Hongshan Regional Organization in the Upper Daling Valley*, U Pittsburgh Center for Comparative Archaeology; Peterson, C. E. & Lu X., 2013, "Understanding Hongshan Period Social Dynamics," in *Companion to Chinese Archaeology*, A. P. Underhill (Ed.), pp. 55–80, Wiley-Blackwell; Peterson, C. E. & G. Shelach, (2012), "Jiangzhai: Social & Economic Organization of a Middle Neolithic Chinese Village," *J. of Anthropological Archaeology* 31(3):265–301; CICARP, 2011, *Settlement Patterns in the Chifeng Region*, U Pittsburgh Center for Comparative Archaeology; Drennan, R. D. & C. E. Peterson, (2011), "Challenges for Comparative Study of Early Complex Societies," in *The Comparative Archaeology of Complex Societies*, M. E. Smith (Ed.), pp. 62–87, Cambridge U Press

AREA COURSES TAUGHT: ANT462 East Asian Archaeology

FIELD RESEARCH EXPERIENCE: Near annual archaeological field research in NE China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Funding for recent research provided by the U.S. National Science Foundation, the National Geographic Society, the Henry Luce Foundation/ACLS, and the universities of Pittsburgh and Hawai'i

PETTIT, JONATHAN

APPOINTED: 2017, tenure-track

C

TITLE/DEPARTMENT: Assistant Prof., Religion

EDUCATION: Dual Ph.D Indiana University, April 2013 (Religious Studies and Chinese Literature);

M.A. University of Colorado at Boulder, May 2004 (Chinese Literature)

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese (5), Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese Religions, Medieval Literature

RECENT PUBLICATIONS: With Chao-jan Chang, *Library of Clouds: A Bibliographic History of Daoist Scriptures* (Forthcoming, UH Press); “The Many Faces of the Golden Sire: Books and Readers in the Early Yiguan Dao,” in *Journal of Chinese Religions* 44.1: 35–72, 2016.

AREA COURSES TAUGHT: Understanding Chinese Religions, Daoist Literature

FIELD RESEARCH EXPERIENCE IN EAST ASIA: 5 years in Taiwan, 3 years in China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

RAY, Grace E.

APPOINTED: 1992, untenured

J

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA UHM 1990; BA UHM 1987.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), German (4), French (3)

AREA COURSES TAUGHT: JPN 101-302, beginning to 3rd year Japanese.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: performance-based

RHEE, S. Ghon

APPOINTED: 1999, tenured

C-K

TITLE/DEPARTMENT: K. J. Luke Distinguished Professor of International Banking and Finance, Department of Financial Economics and Institution, Shidler College of Business

EDUCATION: PhD Ohio State U, 1978; MBA Rutgers U, 1974; BA Seoul National U, 1965.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=ative or near native; 1=beginner] Korean (5); Chinese (3); Japanese (2); German (2)

RESEARCH/TEACHING SPECIALIZATONS: Corporate Finance, Asset Pricing, Market Microstructure, Investment

RECENT PUBLICATIONS: “CEO Inside Debt and Convertible Bonds,” (co-authored with Carl Shen and Wei-Hsien Li), 2017, forthcoming in the *Journal of Business Finance & Accounting*.; “Venture capital backed Commitments Test Entity Initial Public Offerings on the ASX” (co-authored with Zoltan Murgulov, Alastair Marsden, and Madhu Veeraraghavan), 2017, forthcoming in *Accounting & Finance*; “Trade-Based Manipulation in IPOs: Beyond the Prosecuted Cases,” (co-authored with Suman Neupane and Madhu Veeraraghavan), 2017, *Journal of Corporate Finance* 42, 115-130.; “Do Progressive Social Norms Affect Economic Outcomes? Evidence from Corporate Takeovers” (co-authored with Yangyang Chen, Edward J. Podolski, and Madhu Veeraraghavan), 2017, in *Journal of Empirical Finance* 41, 76-95.; “Religious Beliefs and Local Government Financing, Investment, and Cash Holding Decisions” (co-authored with Yangyang Chen, Zoltan Murgulov, and Madhu Veeraraghavan), 2016, *Journal of Empirical Finance* 38, 258-271.; “Stock Liquidity and Managerial Short-Termism” (co-authored with Yangyang Chen, Madhu Veeraraghavan, and Leon Zolotoy), 2015, *Journal of Banking and Finance* 60. 44-59.; “National Culture and Cash Holdings in International Markets” (co-authored with Yangyang Chen, Cameron Truong, and Madhu Veeraraghavan), 2015, *Journal of Banking and Finance* 50, 1-18.; “Local Gambling Preferences and Corporate Innovative Success” (co-authored with Yangyang Chen, Edward J. Podolski, and Madhu Veeraraghavan), 2014, *Journal of Financial and Quantitative Analysis* 49(1), 77-106.

AREA COURSES TAUGHT: Financial Management; Asian Finance; Corporate Finance

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Malaysia (2013; 2012; 2010); China (2009; 2010; 2011, 2015, 2016, 2017); Thailand (2012; 2009); Korea (2012, 2015); Australia (2008; 2009; 2011; 2012; 2013, 2014, 2015, 2016, 2017); Japan (2015, 2016, 2017); Taiwan (2015, 2016, 2017)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 90%

DISSTINCTIONS: 2017 Asian Finance Association Best Paper Award, 2013 Financial News-Korean American Finance Association Eminent Scholar Award, Chicago; The Mega Financial Holdings Best Paper Award on “Institutional Investors and Short-Term Return Reversals” (co-authored with Qianqiu Liu and Hong Vo) at the 2012 Asian Finance Association Annual Meeting, Taipei, Taiwan; 2012 Shirley M. Lee Research Award of the Shidler College of Business.

RYAN, Cari Anne

NRCEA EVALUATOR

TITLE/DEPARTMENT: Assessment Specialist, Center for Teaching & Learning, Chaminade University of Honolulu, HI

EDUCATION: EdD USC, 2017; MS (Lib. & Info Sci.), U. of Hawai'i, 2011; BA Seton Hall U., 2009

RESEARCH/TEACHING SPECIALIZATONS: Institutional and Program Assessment, Western Association of Schools and Colleges (WASC) accreditation, Library science and management

SATSUMA, Gay

APPOINTED: 1995, untenured

J

TITLE/DEPARTMENT: Associate Director, Center for Japanese Studies.

EDUCATION: PhD (Japanese History) U Hawai'i, 1998; MA (Japanese History) U Hawai'i, 1990; BA U Hawai'i, 1987;

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 1

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese women writers; Women's history; Prostitution and human trafficking.

AREA COURSES TAUGHT: ASAN 320J Asian Nation: Japan

FIELD RESEARCH EXPERIENCE: In Japan, 1992-94, short annual visits thereafter

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: UH Faculty Diversity Award (2016), University Research Council travel grant (2012, 2013), NRCEA Coordinator (2000-03, 2003-06, 2006-10, 2010-14, 2014-18)

SPRING, Madeline K.

APPOINTED: 2014

C

TITLE/DEPARTMENT: EALL Professor of Chinese; Director Chinese Lang Flagship Program; Co-director Flagship Language Technology Center

EDUCATION: Ph.D. University of Washington

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE(S): Chinese, French

RESEARCH/TEACHING SPECIALIZATIONS: Medieval Chinese Literature: Six Dynasties-Tang prose; Applied Linguistics – Teaching Chinese as a Second Language (Second language acquisition, curricular design and implementation, content-based instruction, intercultural communication, blended learning, and other issues related to developing Superior Level language proficiency.

RECENT PUBLICATIONS: 2018 forthcoming Embedding Disruptive Innovations in the University Experience: The Challenges of Language Flagship Programs. In *Explorations in Teaching Chinese as a Second Language: A Celebration of Professor Tao-chung Yao's Retirement* (working title). To be published by Cheng & Tsui Publishers.; Spring, M & Bain, S. (2016) "Creating Collaborative Online Communities through Online Cafés." in *Exploring the US Language Flagship Program* edited by D. Murphy and K. Evans-Romaine eds. Multilingual Matters, England.; Spring, M., Bai, J. and Lien, L. "Mapping Chinese Language Learning Outcomes in Grades K-12, CELIN Briefs Series, 2016, 1-4. 2015.; "The Monolingual International: Support of Language Learning through National Initiatives," *ADFL*, 2014.; *ADFL Bulletin*, Vol. 43, No. 2, 2015.; 2012 "Linking Curriculum, Assessment, and Professional Development: Articulation in Chinese Flagship Programs." *Teaching Chinese as a Foreign Language*. 2nd Edition. Ed. M. Everson and Y. Xiao. Boston, Cheng & Tsui, 195-236. (Significant revision of chapter published in 2009); 2012 "Languages for Special Purposes (LSP) Curriculum Creation & Implementation for LCTLs: The Chinese Flagship Program." In Lafford, B. (Ed.). *The evolution of languages for specific purposes: Update on Über Grosse and Voght (1991) in a global context, Modern Language Journal 2011 Focus Issue*, 95(s1), 140-57.

AREA COURSES TAUGHT: CHN 461 Introduction to Classical Chinese; CHN 491 Chinese Fluency through Films; survey courses on Chinese literature, all levels of Chinese language courses

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

SPRINGER, Hisami K. **APPOINTED:** 1968, tenured **J**

TITLE/DEPARTMENT: Librarian, Library services (Japanese Resources), Hamilton Library

EDUCATION: PhD (Linguistics) U Hawai'i, 1993; MLS U Hawai'i, 1968; MA (Linguistics) U Hawai'i, 1967; BA International Christian U, Tokyo, 1964

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Mandarin (3), French (3), German (3)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese library resources (metadata, resource description and access), bibliographies, Japanese linguistics, natural language processing, information retrieval with Asian languages

AREA COURSES TAUGHT: LIS 696 Practicum in Librarianship (Japanese resources); LIS 699 Directed Research in Librarianship (Japanese language resources); LIS 690 Library Internship Program (bibliographic access, Japanese language resources)

FIELD RESEARCH EXPERIENCE: Annual research trip to Japan from 1983 to 2016; Visiting Scholar, Stanford University, Summer 2006; Visiting Researcher, Graduate School of Decision Science and Engineering, Tokyo Institute of Technology, Tokyo, Japan, 2007

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

STALKER, Nancy **APPOINTED:** 2018, tenured **J**

TITLE/DEPARTMENT: Sen Soshitsu XV Distinguished Chair; Associate Professor of Traditional Japanese History and Culture, History

EDUCATION: PhD (History) Stanford, 2002; MA (East Asian Studies) Stanford, 1994; BA (Finance and Law) Portland State University, 1984.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: 20th century culture in Japan, especially the commodification of practices and beliefs associated with traditional Japanese culture and the interpretation of ideology, material culture and the marketplace.

RECENT PUBLICATIONS: *Budding Fortunes: Ikebana as Art, Industry, and Cold War Culture* (manuscript in progress).; *Devouring Japan: Global Perspectives on Japanese Culinary Identity*, editor (Oxford University Press, 2018).; *Japan: History and Culture from Classical to Cool* (Univ. of California Press, 2018).; *Deguchi Onisaburō teikoku jidai no karisuma*, Inoue Nobutaka and Iwasaki Akira, trans. (Hara Shobo, 2009).; *Prophet Motive: Deguchi Onisaburō, Oomoto, and the Rise of a New Religion in Imperial Japan* (UH Press, 2008).

AREA COURSES TAUGHT: HIST/ASAN 323 The Way of Tea

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Japan Foundation Institutional Project Support Grant, Japan Society for the Promotion of Science Joint Colloquium Grant, Fulbright Research Fellowship.

STEINHOFF, Patricia G. **APPOINTED:** 1968, tenured **J**

TITLE/DEPARTMENT: Professor and Department Chair, Sociology

EDUCATION: PhD Harvard, 1969; BA U. Michigan, 1963

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 39

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Jpn society; social conflict; social movements

RECENT PUBLICATIONS: *The Lod Airport Massacre and the Rengo Sekigun Purge*. [in Korean: *Jeokgunpa: Naebu Pokryeokui Sahoe-simrihak*] Seoul: Gyoyangin Publishing Company, 2013.; Korean translation of *Shi e no Ideorogii* (Iwanami Publishing 2003); with Gilda Zwerman, "Engaging in and Renouncing Violence: New Left Movements in the United States & Japan Confront Repression," *Cultures et conflits* special issue on Militantisme et Répression no. 89, Spring 2013, pp. 71-92; "Memories of New Left Protest" *Contemporary Japan, Journal of the German Institute for Jpn Studies* 25:2, Fall 2013, pp. 127-165; The Japan Foundation, (Patricia Steinhoff, author and ed.), *Jpn Studies in the United States: The View from 2012*. Published for The Japan Foundation, for online distribution, 2013.

AREA COURSES TAUGHT: SOC357 People and Institutions of Japan; SOC722 Modern Japanese Society; SOC720 Comparative Study of East Asia

FIELD RESEARCH EXPERIENCE: Annual trips to Japan

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: UH Excellence-in-Teaching Award; Fulbright; Guggenheim Fellowship; Member of Editorial Board, UH Press; Member of Editorial Board, *Contemporary Japan*, Jour. of the German Institute for Japanese Studies; Member of International Advisory Board of *Social Science Japan Journal*; Member, US Panel, US-Japan Conference on Cultural & Educational Interchange (CULCON) and Commissioner, Japan-US Friendship Commission; US Co-Chair, CULCON Oversight committee for Crosscurrents multimedia website project; Project Directory, Japan Directory Project for The Japan Foundation

SUTTON, R. Anderson **APPOINTED:** 2013, tenured **K**

TITLE/DEPARTMENT: Dean, School of Pacific & Asian Studies; Assistant Vice Chancellor for International & Exchange Programs

EDUCATION: PhD (Musicology/Ethnomusicology) U Michigan, 1982; MA (Ethnomusicology) U Hawai'i, 1975; BA (Music) Wesleyan University; 1971

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Indonesian (5), Korean (3), Javanese (4), French (3), Dutch (2)

RESEARCH/TEACHING SPECIALIZATIONS: Music of Korea (focus on contemporary fusion and popular music and media); Music of Indonesia (gamelan music of Central and East Java; and traditional music of South Sulawesi; fusion music, music and media; improvisation; aesthetics)

RECENT PUBLICATIONS Edited Volumes: *Korean Sanjo, Shamanism, & Ritual Traditions of Asia*. Perspectives on Korean Music II. Seoul: Ministry of Culture, Sports, & Tourism, Republic of Korea, 2011; *Sanjo & Issues of Improvisation in Musical Traditions of Asia*. Perspectives on Korean Music I. Seoul: Ministry of Culture, Sports, & Tourism, Republic of Korea, 2010; "'Fusion' & Questions of Korean Cultural Identity in Music." *Korean Studies*, 35(2011): 4-24.

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea: summers 2001-2004, 2008, 2009, 2015

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 25%

DISTINCTIONS: Chair in Ethnomusicology, NEH grants, Korea Foundation grants, American Philosophical Society grants, Asian Cultural Council grants.

SZOSTAK, John D.

APPOINTED: 2006, tenured

J

TITLE/DEPARTMENT: Associate Professor of Japanese Art History

EDUCATION: PhD (Art History) University of Washington, 2005; MA (Art History) University of Washington, 1996; BA Colgate University, 1987

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Mandarin Chinese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Modern Japanese painting; Japanese art history

RECENT PUBLICATIONS: *Imayō* (2 major art exhibits with lectures and workshops in Honolulu and Tokyo, 2017).; *Imayō: mukashi to ima o tsunagu* (Japan's new traditionalists: connecting past and present, *Imayō* exhibition catalog), Shoto bijutsukan, 2017.; "Art is Something Born": The Rise and Fall of the Kokuga Society (1918-28) and the Emergency of the Kokuten Style, *Positions: East Asia Cultures Critique*, 2013, Vol. 21 (2), pp. 268-308.; *Painting Circles: Tsuchida Bakusen and Nihonga Collectives in Early 20th Century Japan*. Leiden: Brill Press, 2013 (book).; "Art is Something Born": The Rise and Fall of the Kokuga Society (1918-1928) and the Emergence of the Kokuten Style." *Positions: East Asia Cultures Critique*, vol. 21, no. 2 (Spring 2013), 269-308.; "Re-Envisioning Beauty: Female Portraiture in Modern Japanese Prints and Painting." *The Beauty of the Moment: Women in Japanese Woodblock Prints*. Zurich: Museum Rietberg (2012).; "Foul is Fair: Abject Beauties and the Psychology of the Grotesque in Modern Japanese Painting." *Rethinking Japanese Modernism*, Leiden: Global Oriental Press (2011), 362-383.

AREA COURSES TAUGHT: ART 380, Early Art of Japan; ART 381, Later Art of Japan; ART 483 Applied art of Japan; ART 496 Auteurs of Jpn cinema; ART 780 Seminar in Jpn art.

FIELD RESEARCH EXPERIENCE: Japan 1995-1998, 2002-2004, annual since 2005

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Fulbright Dissertation Fellowship, Kyoto (2002-04), Robert and Lisa Sainsbury Research Fellowship, School of Oriental and African Studies, London (2010-11). Grants from the Cooke Foundation, the Hawai'i Council for the Humanities, the Japan Foundation, and the UHM Japan Studies Endowment (exhibit, 2017)

TADA, Rie

APPOINTED: 2017, Untenured

J

TITLE/DEPARTMENT: Japanese language instructor, EALL

EDUCATION: BA (English) Sophia University, 2004; MA (Teaching Foreign Language, Japanese) Monterey Institute of International Studies, 2014.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: teaching Japanese as a second language.

RECENT PUBLICATIONS:

AREA COURSES TAUGHT: JPN 102, 201, 301

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Japan, 2014-2017.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Fulbright Foreign Language Teaching Assistant, Japanese language fellow (Earlham College).

PEDAGOGICAL APPROACH: Communicative, performance-based

TATEYAMA, Yumiko **APPOINTED:** 2010, tenure-track **J**

TITLE/DEPARTMENT: Assistant Professor of Japanese, EALL

EDUCATION: PhD (Japanese Linguistics) U Hawai'i, 2008; MA (Japanese Linguistics) U Hawai'i, 1998; MA (TESOL) Monterey Institute of International Studies, 1990; BA Kagoshima U, 1984

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Chinese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language acquisition and pedagogy focusing on pragmatics; Classroom discourse; Translation and interpreting

RECENT PUBLICATIONS: *Interactional competence in Japanese as an additional language* (Vol. 4 of *Pragmatics & Interaction*), co-edited with Tim Greer & Midori Ishida, Honolulu, HI: University of Hawai'i, National Foreign Language Resource Center, 2017, 442pp.

AREA COURSES TAUGHT: Japanese language pedagogy; Japanese language teaching practicum; Japanese translation/interpreting; Elementary to advanced level Japanese.

FIELD RESEARCH EXPERIENCE: Regular visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: URC/LLL Travel Award (2017, 2016, 2015, 2014)

PEDAGOGICAL APPROACH: Performance-based, using a communicative and task-based approach with an emphasis on pragmatics

TOTANI, Yuma **APPOINTED:** 2008, tenured **J**

TITLE/DEPARTMENT: Professor, Department of History

EDUCATION: PhD (History) University of California, Berkeley, 2005; MS (Politics of Asia and Africa) School of Oriental and African Studies, University of London, 1997; BA (History of Art) International Christian University, 1995

NUMBER OF GRADUATE COMMITTEES SUPERVISED: 22

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (5); Hindi (2); Mandarin (1)

RESEARCH/TEACHING SPECIALIZATIONS: History of modern Japan, World War II in Asia and the Pacific, and post-WWI war crimes trials in the Asia-Pacific region.

RECENT PUBLICATIONS: *Justice in Asia and the Pacific Region, 1945-1951: Allied War Crimes Prosecutions* (Cambridge University Press, 2015); *Futashikana seigi: BC-kyū senpan saiban no kiseki* (Iwanami shoten, 2015); *The Tokyo War Crimes Trial: The Pursuit of Justice in the Wake of World War II* (Harvard University Asia Center, 2008); and *Tōkyō saiban: dai ni ji taisen go no hō to seigi no tsuikyū* (Misuzu shobō, 2008). Also authored several book chapters and articles on research specializations.

AREA COURSES TAUGHT: History of Japan since 1700 to the Present (HIST 322); Twentieth-Century Japan (HIST 424); War Crimes Trials in Asia (HIST 429); Senior Tutorial, Asia/Pacific (HIST 496D); Senior Tutorial, Comparative/World (HIST 496E); Historiography (HIST 602); Comparative Asia (HIST 650); Seminar in Japanese History (HIST 665D); Topics on the Asia-Pacific War (HIST 670).

FIELD RESEARCH EXPERIENCE: Australia, China, Great Britain, India, Japan, and the United States.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Visiting Fellow, Hoover Institution, Stanford University (2017-2018); W. Glenn Campbell and Rita Ricardo-Campbell National Fellowship. Funded by the Hoover Institution, Stanford University (2016-2017); ACLS Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, with residence at the Center for Advanced Study in the Behavioral Science, Stanford University (2012-2013); Abe Fellowship (2010-2011); Postdoctoral Fellowship at the Edwin O. Reischauer Institute of Japanese Studies, Harvard University (2005-2006)

TSAI, GEORGE **APPOINTED: 2012, tenure-track** **C**

TITLE/DEPARTMENT: Assistant Professor, Philosophy

EDUCATION: PhD (Philosophy) Berkeley, 2011; BA (Economics and Moral & Political Thought) Amherst College, 2002.

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 4

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] French (3), Chinese (Mandarin) (3)

RESEARCH/TEACHING SPECIALIZATIONS: Moral Philosophy, Political Philosophy, Chinese Philosophy

RECENT PUBLICATIONS: “Confucians on Agent and Deed” in *Philosophy East & West* (forthcoming).

AREA COURSES TAUGHT: PHIL 102 Asian Traditions

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 30%

TSCHUDI, Daniel **APPOINTED: 1991, untenured** **C**

TITLE/DEPARTMENT: Assistant Specialist; Coordinator, Center for Chinese Studies

EDUCATION: BA (Chinese) UCLA 1981; MA (Chinese Literature and Language) UCLA 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE(S): [5=native or near native, 1=beginner] Mandarin (4), Spanish (3), German (2), French (2), Japanese (1), Indonesian (1)

RESEARCH/TEACHING SPECIALIZATIONS: Ming-Qing fiction; traditional Chinese drama; Beijing opera (Jingju)

RECENT PUBLICATIONS: Translation of Zong Baihua. “On Chinese Painting,” in *Chinese Literature*, Spring 1987; Translation of Lan Ling. “The Position of ‘Tales of Laozhai’ in the History of Chinese Fiction,” in *Chinese Literature*, Summer 1987.; *English Translation Series of a Hundred Peking Opera Classics* 中国京剧百部经典英译系列. Sun Ping, Chief Editor; Daniel Tschudi, Editor (English). Volumes 1-20 published, volumes 21-30 (in press). Renmin University Press, 2012.

FIELD RESEARCH EXPERIENCE: language study, Mandarin Training Center, Taipei, 1978-1979; exchange student, Zhongshan U, Guangzhou, China, 1981-1983; lived and worked in Beijing, 1986-1988.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: principal musician, *Jingju* (Beijing Opera), UH

TSCHUDI, Stephen **APPOINTED:** 1993, untenured **C**

TITLE/DEPARTMENT: Specialist in Technology for Language Education

EDUCATION: MA (ESL) U Hawai'i, 1998; MA (Chinese) U Hawai'i, 1990; BA UC Berkeley, 1984

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5), French (3), Spanish (2), Italian (2), Indonesian (2).

RESEARCH/TEACHING SPECIALIZATIONS: language teaching/learning and technology; language instruction on interactive television, web; multimedia language learning materials development; mobile microlearning for languages; project-based language learning; language teacher training.

RECENT PUBLICATIONS: Ning, C. Y., **Tschudi, S. L.**, and Montanaro, J. S. (2016). *Encounters Chinese Language & Culture*, Student Books 3 and 4. New Haven, CT: Yale University Press; Hu, K. (2013). *Between Confucianism and Zen: King Hu on Raining in the Mountain* (1979). Translated by **S.L. Tschudi** from original interview with King Hu by Chen Tingting and Xue Pan. In R. Garcia (Ed.), *King Hu in his own words*. Udine, Italy: Centro Espressione Cinematografiche; Hill, Y.Z., & **Tschudi, S.L.** (2011). Exploring task-based curriculum development in a blended-learning conversational Chinese program. *International Journal of Virtual and Personal Learning Environments*, 2(1), 19-36.

AREA COURSES TAUGHT: Beginning to Intermediate Chinese language courses in traditional and hybrid (web + live) formats, Business Chinese (105, 205). CHN 331, 332 (Web-based)

FIELD RESEARCH EXPERIENCE: China, annual visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Grants from the National Security Education Program and US-DOE, Excellence in Teaching Award (Hawai'i Association of Language Teachers).

PEDAGOGICAL APPROACH: performance-based

UCHIDA, Hiromi **APPOINTED:** 2003, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: MA (Japanese) U Hawai'i, 1998; BA Waseda U (Japanese language and literature), 1994

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5), Chinese (1)

RECENT PUBLICATIONS: "Using SFJ at the University of Hawai'i at Mānoa: Role Plays that Elicit Lexical Communication Strategies." *Situational Functional Japanese SFJ Idea book for Teachers of Japanese*, Tokyo: Bonjinsha Co., LTD, 2004.

AREA COURSES TAUGHT: Japanese 101, 102, 201, 202, 301, 302, 318, 401 and 402.

FIELD RESEARCH EXPERIENCE: Regular visits

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: Japan 100%

PEDAGOGICAL APPROACH: Communicative, Performance-based

WADA, Yuka **APPOINTED:** 1992, untenured **J**

TITLE/DEPARTMENT: Japanese Language Instructor, EALL
EDUCATION: MA (Japanese) U Hawai'i, 1992; BA (Anthropology) U Hawai'i, 1988
FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)
AREA COURSES TAUGHT: JPN 101 to JPN 302, including oral communication track.
FIELD RESEARCH EXPERIENCE: Regular visits
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%
DISTINCTIONS: Co-writer of Japanese for Oral Communication, unpublished pedagogical material currently used in the oral communication track in the Department of East Asian Languages and Literatures, University of Hawai'i.
PEDAGOGICAL APPROACH: Communicative, performance-based

WANG, Chun Han **APPOINTED:** 2008, tenured **C**

TITLE/DEPARTMENT: Associate Professor, Academy for Creative Media
EDUCATION: Master of Fine Arts, American Film Institute, June 1996
OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:
FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin Chinese: (5), Taiwanese Dialect (4), French (1)
RESEARCH/TEACHING SPECIALIZATIONS: Film studies/Film production
RECENT PUBLICATIONS: "Review of Film Rhythm after Sound: Technology, Music and Performance," *Journal of Film and Video*, 69(2), 2017, 58-59; "M. Butterfly," *Race in American Film*, ABC-Clio/Greenwood, 2017, 567-568; "Joy Luck Club," *Race in American Film*, ABC-Clio/Greenwood, 2017, 495-497; "Wayne Wang," *Race in American Film*, ABC-Clio/Greenwood, 2017, 896-899; "1949: A Crossroads Year for King Hu," *Journal of History Society AAHKUSU*, 65(1), 2015, 30-33; "Hong Kong Student Learning, Protest Continue," *International Examiner*, 41 (22), 2014, 8; (Co-Editor) *King Hu in His Own Words*. Udine: Centro Espressioni Cinematografiche, 2013; "No Signs of Slowing Down: The Renaissance of Taiwanese Cinema," *The Los Angeles Asian Pacific Film Festival*, Visual Communications, 2012, 24-29; "Bringing Laughter in Changing Times: Taiwan's Comedy Cinema," *Asia Laughs! A Survey of Asian Comedy Films*, Udine: Centro Espressioni Cinematografiche, 2011, 161-172; "King Hu and Run Run Shaw: The Clash of Two Cinema Legends," *Journal of Chinese Cinemas*, 4(2), 2010. 127-142.
FIELD RESEARCH EXPERIENCE: Taiwan (Summer 2009, 2011, 2012, 2013, 2016, 2017), China (Summer 2010), Hong Kong (Fall 2014- Summer 2015, Spring 2016)
TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 40%
DISTINCTIONS: Core Fulbright US Scholar Award (Research/Teaching at the University of Hong Kong, 2014-2015); 2nd Place Winner, Research Paper Competition, Broadcast Edu. Assoc., NV, USA (2016); College Nominee for Board of Regents 'Excellence in Teaching Award, UH Manoa (2015); Faculty Development Grant, National Assoc. Of Television Program Executives, CA, USA (2010); Best of Competition, Faculty Interactive Multimedia, Broadcast Edu. Assoc., NV, USA (2010); Emmy Seminar Fellow, Academy of Television Arts & Sciences Foundation, Los Angeles, USA (2009); Natpe Faculty Fellow, National Assoc. Of Television Program Executives, CA, USA (2009); Award of Excellence, Faculty Video Competition, Broadcast Education Assoc., NV, USA (2009); 1st Place Winner, Research Paper Competition, History Div., Broadcast Edu. Assoc., NV, USA (2009); 3rd Place Winner, Paper Prize Competition, Univ. Film & Video Association, IL, USA (2008).

WANG, Haidan

APPOINTED: 2012, tenure-track

C

TITLE/DEPARTMENT: Assistant Professor, EALL

EDUCATION: PhD (Chinese) U Hawai'i, 2002; MA Peking U, 1993; BA Peking U, 1989

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Mandarin (5), Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Lang. program design & curriculum development, Chinese language pedagogy; teaching Chinese for specific purposes; Chinese semantics and pragmatics.

RECENT PUBLICATIONS: (2017). "An ideal for language program development: The case of Business Chinese. In D. Guan, & M. Liu (Eds.), *Business Chinese language & research from a global perspective* (pp. 19–30). Beijing: Peking U. Press; (2016). "Is happiness always 'moving up'? - Upward movement and motion verb representations". *Journal of Chinese Language Teaching*, 13(4), 55–76; (2014). "Toward deepening cultural & language understanding: The design and practice of a hybrid business Chinese course. *Journal of Teaching in International Business*, 25(3), 250–262; (2013). "Attaining sustainable growth of a business Chinese program through utilization-focused evaluation. *Global Business Languages*, 18(1), 130–144.

AREA COURSES TAUGHT: CHN101-402 and Chinese for Business Professionals series; Classical Chinese; Graduate courses: Intro. to Contemporary studies of Chinese Linguistics; Contrastive analysis of Chinese and English; Chinese Teaching Practicum; Chinese Teaching and Testing

FIELD RESEARCH EXPERIENCE: China, 1990; annual visits for research

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: National Research Center: East Asia-curriculum development grant; Chinese Language Flagship grant; Business Language Research & Teaching Award by Consortium of 12 University CIBERs (2012-2013, & 2007-2008).

PEDAGOGICAL APPROACH: Content-based Instruction; Cognitive & pragmatic; tech.-facilitated

WANG, Wensheng

APPOINTED: 2008, tenured

C

TITLE/DEPARTMENT: Associate Professor, History

EDUCATION: PhD UC Irvine 2008; MA Wuhan U 2001 and UC Irvine 2006; BA Wuhan U 1998

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5), Jpn (3), French (1)

RESEARCH/TEACHING SPECIALIZATIONS: Ming-Qing China, social protest, popular religion, cultural politics, maritime history, pre-modern Asian and World History

RECENT PUBLICATIONS: "The Mid-Qing Construction of the South China Sea," *World History Connected*, 14(2), 2017; "Towards An Integrated Understanding of Critical Upheavals: From Crisis, to Contentious Politics, to All-encompassing Contentious Crisis," *J. of Historical Sociology*, Nov 2016; "Parallels & Connections: Consumption, Envir., & State Formation at Both Ends of Eurasia, 1500-1900AD," *World History Studies 2* (2015): 102-122; *White Lotus Rebels & South China Pirates: Crisis & Reform in the Qing Empire*. Harvard U. Press, 2014; "Social Crises & Political Reform during the Jiaqing Reign of Qing China, 1796-1810s," *From Early Tang Court Debates to China's Peaceful Rise*, ed. by F. Assandri & D. Martins (Amsterdam U. Press, 2009); "Political Culture 1800-1900," *Encyclopedia of Modern China*, ed. by D. Pong (Charles Scribner's Sons, 2009)

AREA COURSES TAUGHT: HIST241 Civilizations of Asia; HIST309 East Asian Civilizations; HIST411 Local History of Late Imperial China; HIST419 The Chinese Revolution; HIST421 China in World History; HIST661C Seminar in Chinese History; HIST155 Topics in World History

FIELD RESEARCH EXPERIENCE: China (late imperial/Ming-Qing period)

TIME (%) DEVOTED TO EA RESEARCH TEACHING AND ADVISING: 100%

DISTINCTIONS: Jerry H. Bentley World History Endowed Faculty Award, Idus Newby Fund Awards, University Research Council Endowment for Humanities Grant, University Research Council Faculty Travel Grant.

WANG, Xiaojun

APPOINTED: 2001, tenured

C

TITLE/DEPARTMENT: Associate Professor, Economics

EDUCATION: PhD Ohio State U 2001; MA Ohio, 1997; MA Wuhan U 1995; BS Wuhan U 1992

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese economy

RECENT PUBLICATIONS: With CY Choi, “Discontinuity of Output Convergence within the U.S.: Why Has the Course Changed”, in *Economic Inquiry* 53, January 2015; With B. Fleisher, H. Li, and S. Li, “Access to College and Heterogeneous Returns to Education in China”, in *Economics of Education Review* 42, October 2014; With H. Li, Y. Liang, B. Fraumeni, and Z. Liu, “Human Capital In China”, in *Review of Income and Wealth* 59, June 2013.

AREA COURSES TAUGHT: ECON416 Chinese Economy

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Research and presentations at conferences in China (2002, 2004, 2005, 2006, 2008, 2012, 2013, 2015)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

WICHMANN-WALCZAK, Elizabeth A.

APPOINTED: 1984, tenured

C

TITLE/DEPARTMENT: Professor of Theatre; Director, Asian Theatre Program

EDUCATION: PhD (Asian Drama & Theatre) U Hawai‘i, 1983; MA U Hawai‘i 1973; BA UIowa, 1971

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 19

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (4)

RESEARCH/TEACHING SPECIALIZATIONS: xiqu (indigenous Chinese theatre), especially jingju (Beijing “opera”), performance practices

RECENT PUBLICATIONS: “符合京剧唱与念的英文翻译 (English trans. for the performance of *jingju*’s song & speech),” book chap. in Fu Jin 傅谨, ed, in chief, 《京剧的文学、音乐、表演》 (*The literature, music, & performance of jingju*), 438-446. Beijing: Wenhua Yishu Chubanshe, 2016; “梅兰芳在夏威夷: 影响与传播的分层 (Mei Lanfang in Hawai‘i: A layering of influence & transmission),” book chap. in Fu Jin 傅谨, ed, in chief, 《京剧的文学、音乐、表演》 (*The literature, music, & performance of jingju*), 1049-1072. Beijing: Wenhua Yishu Chubanshe, 2016; “沈小梅先生的《玉堂春》在夏威夷: 梅派保留、传承、与创造 (Madam Shen Xiaomei’s *Yu Tang Chun* in Hawai‘i: preservation, transmission, & creation in Mei Lanfang-style Jingju),” book chap. in *Jingju biaoyan lilun tixi jiangou* 《京剧表演理论体系建构》 (*Forming a system of Jingju performance theory*), 424-436. Beijing & Shanghai: Wenhua Yishu Chubanshe, 2013; “Re-acting an Actor’s Reaction to the Occupation: the Beijing Jingju Company’s *Mei Lanfang*,” in R. King, C. Poulton, & K. Endo, ed., *Sino-Japanese Transculturation: From the Late 19th c. to the End of the Pacific War*, 239-269. Lexington Books, 2012; Trans./Direction for Performance in English: *Treasure in the Chest* (Gui Zhong Yuan), a Jingju (Beijing “opera,” 2017-18); *Where Three Roads Meet* (San Cha Kou), a Jingju (2017-18); *Lady Mu & the Yang Family Generals* (Mu Guiying Guashuai), a Jingju (2013-14).

AREA COURSES TAUGHT: THEA357, Stage Makeup Workshop (W and Asian); THEA420C, Asian Voice: China; THEA427V Chinese Acting; THEA465, Chinese Drama & Theatre; THEA680, Directing Asian Theatre; THEA763C Seminar in Chinese Theatre

FIELD RESEARCH EXPERIENCE: China, annual visits from 1984.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 90%

DISTINCTIONS: Golden Chrysanthemum Award, National Festival of Jingju Art; National Chinese Xiqu Institute Credentials of Honor as first honorary and first non-Chinese member

WOMACK, Donald

APPOINTED: 1994, tenured

J, K

TITLE/DEPARTMENT: Professor of Music Composition and Theory, Music

EDUCATION: BA (PHIL) Furman U, 1988; BM (theory) Furman U, 1989; MM (composition) Northwestern U, 1990; DM (composition) Northwestern U, 1993.

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Japanese (3); French (3); Korean (1)

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 9

RESEARCH/TEACHING SPECIALIZATIONS: Music composition, specializing in intercultural composition with emphasis on composing for East Asian instruments.

RECENT MUSIC COMPOSITIONS: 20 works for Japanese, Korean, and Chinese instruments in the past 5 years. Major works/performances include *Scattered Rhythms* gayageum concerto, 2016, performed by National Orchestra of Korea, Changwon Philharmonic Orchestra, Russia Ulan Ude Symphony; *Raijin* septet for Japanese instruments, 2015, performed by Pro Musica Nipponia; *Dancing With Spirits* haegeum concerto, 2014, performed by KBS Traditional Orchestra, Busan National Gugak Center Orchestra, Gyeonggi Traditional Orchestra, Ensemble 212 (New York); *Splashed Ink* for violin and guzheng, 2014, performed by New York Intercultural Music Society; *The Floating Bridge of Heaven* for shakuhachi, shamisen and string quartet, 2014, performed by Kyo-Shin-An Arts (New York); *Three Trees* triple concerto for shakuhachi, koto and biwa with ensemble of Japanese instruments, 2013, performed by AURA-J, Pro Musica Nipponia.

AREA COURSES TAUGHT: MUS 787 Doctoral-level composition; MUS 687 Masters-level composition; MUS 685 Graduate Seminar in Intercultural Composition; MUS 487 Advanced composition; MUS 485 Intermediate composition; MUS 289 Beginning composition. (Note that the composition courses include work with East Asian instruments or other East Asian musical elements.)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: 22 trips to Japan & Korea since 2006

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 70%

DISTINCTIONS: Fulbright Research Scholar to Japan, Guest Composer-in-Residence with AURA-J (performing ensemble of traditional Japanese instruments), 2007-08; Japan Foundation Grant, 2009; Guest composer-in-Residence at Seoul National University, 2014; Invited Lectures at Seoul National University and Korea National University of the Arts, 2017; Excellence in Scholarship Award from the University of Hawai'i College of Arts and Humanities for work in intercultural composition, 2013, more than 25 commissions from leading organizations/performers of East Asian instruments.

WOO, Chi-kwong Patrick

APPOINTED: 1988, untenured

J

TITLE/DEPARTMENT: Japanese Language Instructor, EALL

EDUCATION: PhD (Japanese Literature) U Hawai'i, 2015; MA (Japanese) U Hawai'i, 1990; BA (Japanese and Economics) U Hawai'i, 1988

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese language instruction and modern Japanese literature

AREA COURSES TAUGHT: From JPN101-402 Business Japanese; EALL 271/272 (Japanese Literature in Translation)

FIELD RESEARCH EXPERIENCE: Japan Foundation Teachers' Training Program at Urawa (January-March 1999) Attended the Doshisha University (Kyoto, Japan) September 2004-August 2005.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Recipient of the Francis Davis Award for Excellence in Undergraduate Teaching (2007) and the College of Languages, Linguistics and Literature Excellence in Teaching Award (2013).

PEDAGOGICAL APPROACH: Performance-based/communicative approach.

WU, Jing

APPOINTED: 2013, untenured

C

TITLE/DEPARTMENT: Chinese Language Instructor, EALL

EDUCATION: MA (English/TESOL) Cal. State U East Bay 2009; BA Shanghai Jiaotong U. 2006

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin Chinese (5), Shanghai Dialect (5), English (5)

RESEARCH/TEACHING SPECIALIZATIONS: Second/Foreign Language Acquisition (educational pedagogies, curriculum development, testing and evaluation, intercultural communication, cross-culture education); Multilingualism and Bilingual Education (educational pedagogies and development, code-switching and code-mixing); Computer-assisted Language Teaching and Learning

RECENT PUBLICATIONS: “Technological Assistance through Improvisation of ‘Motif’ Creation.” In *8th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT8)*. 2014; “Adult Second/Foreign Language Acquisition through Children’s Innate Approaches.” In *27th Hawai’i Association of Language Teachers (HALT) Conference*. 2013; “Multimedia Facilitation for Foreign Culture Acquisition.” In *7th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT7)*. 2012.

AREA COURSES TAUGHT: Beginning to Intermediate Mandarin Chinese Language Courses: CHN 101, CHN 102, CHN 111, CHN 201, CHN 202; Intermediate to Advanced Chinese for Business Professional Courses: CHN 305, CHN 405

FIELD RESEARCH EXPERIENCE IN EAST ASIA: annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

DISTINCTIONS: Lifetime Member, Golden Key Intl Honor Society, California, from November, 2009

XU, Yiyuan

APPOINTED: 2005, tenured

C

TITLE/DEPARTMENT: Professor, Psychology

EDUCATION: PhD USC, 2004; BS East China Normal U, 1996

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5)

RESEARCH/TEACHING SPECIALIZATIONS: Developmental Psychology

RECENT PUBLICATIONS: Krieg, A., Xu, Y., & Cicero, D. (in press). Comparing social anxiety between Asian Americans & European Americans: An examination of measurement invariance. Assessment.; Xu, Y., Farver, J. M., & Krieg, A. (2017). The home environments & Asian immigrant children’s early literacy skills. *Parenting: Science and Practice*, 17, 104-123.; Pauker, K., Xu, Y., Williams, A., & Biddle, A. M. (2016). Race essentialism & social contextual differences in children’s racial stereotyping. *Child Development*, 87, 1409-1422.; Cheah, C. S. L., & Xu, Y. (2015). In the eyes of the beholder: Understanding subtypes of social withdrawal among young Chinese children. *British J. of Developmental Psychology*, 33, 177-179.; Xu, Y., Farver, J., & Pauker, K. (2015). Ethnic identity & self-esteem among Asian and European Americans: When a minority is the majority and the majority is a minority. *European J. of Social Psychology*, 45, 62-76.; Krieg, A. & Xu, Y. (2015). Ethnic differences in social anxiety between Asian-heritage & European heritage individuals: A meta-analytical review. *Asian American J. of Psychology*, 6, 66-80; Xu, Y., & Krieg, A. (2014). Shyness in Asian American children & the relations to temperament, parents’ acculturation, & school adjustment. *Infant & Child Development, Special Issue: Shyness, Behavioral Inhibition & Social Withdrawal: Snapshots from the Field*, 23, 333-342; Xu, Y. Farver, J.M., & Shin, Y. (2014). Shyness and psychosocial functioning in South Korean Children. *European Journal of Personality*, 28, 147-155.; Xu, Y., Raine, A., Yu, L., & Krieg, A. (2014). Resting heart rate, vagal tone, and reactive and proactive aggression in Chinese children. *J. of Abnormal Child Psychology*, 42, 501-504.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

YANG, David C.

APPOINTED: 1985, tenured

C

TITLE/DEPARTMENT: Professor of Accounting; Director, Center for Chinese Studies

EDUCATION: PhD Columbia U., 1985; MBA U. of California, Berkeley, 1979; BA Natl Taiwan U., 1977

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), Taiwanese (5)

RESEARCH/TEACHING SPECIALIZATIONS: international accounting, particularly Chinese accounting systems

RECENT PUBLICATIONS: With Elena Munoz and Lijuan Zho, "Issues in Sustainability Accounting Reporting?" in *Accounting and Finance Research*, Volume 6, No. 3, 2017, pp. 64-71.; With Ying Guo, "Does the 2010 SEC Climate Change Disclosure Guidance Change Firms' Corporate Social Responsibility Reporting?" in *International Journal of Business*, Volume 22, No. 1, 2017, pp. 25-42.; With Bin Li and Fang-fang Han, "More Serious Earnings Manipulation in Agricultural Enterprises? Empirical Research Based on Chinese Listed Companies," (in Chinese) in *Statistics & Information Forum* (July 2017), pp. 67-74.; With Xiaoyan Li and Ying Guo, "The U.S. Sarbanes-Oxley Act and Constructive Proposal of International Control Systems Self-Reinforcing Mechanism in China," (in Chinese) in *Accounting Research* (February 2015), pp. 66-72.; With Ying Guo, "Sustainability Accounting Reporting: A Survey on 30 U.S. Dow-Jones Companies," *International Journal of Accounting and Taxation*, Volume 2, No. 3 (September 2014), pp. 1-15.

AREA COURSES TAUGHT: ACC 620 Global Accounting

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Visiting Professor, National Taiwan University, fall 1994; Visiting Professor, Peking University, spring 1995

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%, International accounting including Chinese, Japanese and Korean accounting systems; CCS Director

DISTINCTIONS: University of Hawai'i Regents' Medal for Excellence in Teaching, Outstanding Professor Award (Delta Theta Chapter of Beta Alpha Psi), Dennis Ching/First Interstate Memorial Teaching Award, and UH Shidler College of Business Teaching Excellence Award; research grants from the U.S. Department of Education and the Coopers & Lybrand Foundation, Beijing University of Chemical Technology Visiting Professor (honorary appointment) 2013-2016; Peking University Adjunct Professor, Guanghua School of Management (honorary appointment) 1995-1997

YANG, Jude Yoonlim

APPOINTED: 2009, tenure-track

K

TITLE/DEPARTMENT: Korean Studies Librarian, Asia Collection, Library Services

EDUCATION: BA Ewha Women's University, 1992; MLIS U Hawai'i, 2008

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS:

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Korean (5), Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: Managing Korean Collection, including reference, bibliographical instruction, acquisitions.

RECENT PUBLICATIONS: "The Mecca of Korean Studies, Center for Korean Studies at the University of Hawai'i Manoa." *Ch'ulp'an Chŏnŏl(Journal of Publication)*. 442 (2012), pp.46-51; "Korean Studies and Korea Collection at the University of Hawai'i at Manoa." *Trends in Overseas Korean Studies Libraries* 8 (2012), pp.1-26; (in progress) Hawai T'aehakkyo Kosŏ Mongnokchip [Catalogue Raisonne of the Korean Special Collection at University of Hawai'i at Manoa]. Edited Jude Yang and Hye-ün Yi.; Seoul, Korea: National Library of Korea.[300p]; "Library Instruction and Information Literacy." In *Handbook for Korea Studies; Librarianship Outside of Korea*. Edited Committee on Korean Materials, Council on East Asian Libraries. Seoul, Korea: National Library of Korea. [10p.]

FIELD RESEARCH EXPERIENCE: Regular visits

TIME (%) DEVOTED TO EA Library Duties: 100%

DISTINCTIONS: Member, Korea TV and Radio Writers Association (Current)

YANG, Myungji

APPOINTED: 2013, tenure-track

K

TITLE/DEPARTMENT: Assistant Prof, Political Science

EDUCATION: PhD in Sociology, Department of Sociology, Brown University, 2012

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Korean (5), Chinese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Comparative Politics, Political Economy of Development, Democracy, Class Politics, East Asia

RECENT PUBLICATIONS: "From Miracle to Mirage: The Making & Unmaking of the Korean Middle Class, 1960-2015." In press.; "Living on the Margin: Downward Mobility & the Plight of the Self-Employed in Neoliberal S. Korea." *Korea Observer* 48(2): 217-247.; "Making Narratives of Revolution: Democratic Transition & the Language of Middle-Class Identity in the Philippines & S. Korea, 1970s-1987 (coauthored with Celso Villegas)" 2013. *Critical Asian Studies* 45(3): 335-364

AREA COURSES TAUGHT: POL306 Comparative Politics of Developing Countries; POL307K Comparative Politics of East Asia; Kor Politics through Films; Comparative politics of EA (grad seminar)

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Korea (Summers 2014 and 2017, summers in 2006, 2007, and fall in 2008) China (summers in 2007, 2008, and spring in 2009)

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

YANO, Christine R.

APPOINTED: 1997, tenured

J

TITLE/DEPARTMENT: Professor, Anthropology

EDUCATION: PhD (Anthropology) U Hawai'i, 1995; MA (Anthropology) U Hawai'i, 1988; MA (Ethnomusicology) U Hawai'i, 1984; BMus U Michigan, 1979, BA Stanford, 1973

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 15

FOREIGN LANGUAGE (S): [5=native or near native, 1=beginner] Japanese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Emotion, gender, nationalism in Japanese popular song and popular culture; Global consumer culture; Japanese Americans.

RECENT PUBLICATIONS: Co-edited with Neal Akatsuka, *Straight A's: Asian American Academic Achievement*. In Press (2018). Duke U. Press; Co-edited with Fred Lau, *Making Waves: Travelling Music in Hawai'i, Asia, and the Pacific*. In Press (2018). U. of Hawai'i Press.; "A Jpn in Every Jet: Globalism & Gendered Service in the Jet Age." In G. Kirsch, D.P. Martinez, & M. White (eds). *Assembling Japan: Modernity, Tech., & Global Culture*. 2015. Oxford: Peter Lang. pp. 41-64.; "Plucking Paradise: Hawaiian 'Ukulele Performance in Japan," *Jpn Studies* 35(3; 2015):317-330.; *Pink Globalization; Hello Kitty's Trek across the Pacific*. Duke U. Press (2013); *Modern Girls on the Go: Gender, Mobility, & Labor in Japan*; co-edited with A. Freedman & L. Miller. Stanford U. Press (2013); "Singing the Contentions of Place: Korean Singers of the Heart/Soul of Japan." In F. Magowan & L. Wrazen, eds., *Performing Gender, Place, & Emotion in Music*. U. of Rochester Press. (2013); "Jet Age Nationhood: Pan American World Airways in Postwar Japan," In C. Gerteis & T. George, eds., *Japan since 1945: from Postwar to Post-Bubble*. Bloomsbury (2013); "Categorical Confusion: President Obama as Case Study of Racialized Practices in Contemporary Japan," in R. Kowner & W. Demel, eds., *Race & Racism in Modern East Asia: Western Constructions & Eastern Reactions*. Leiden: Brill Publishers. (2012); *Airborne Dreams; Race, Gender, Class, & Globalism in Postwar America*. Duke U. Press (2011)

AREA COURSES TAUGHT: ANTH483 Jpn Culture & Behavior; ANTH484 Jpn Popular Culture; ANTH487 Okinawa & Its Diaspora

FIELD RESEARCH EXPERIENCE: Japan, 1991-93, 1997-99, 2002-12 every other year, 2014-annual

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 75%

DISTINCTIONS: Smithsonian Natl Air & Space Museum A. Verville Fellowship. (Airborne Dreams) 2006-07; Invited Visiting Professor of Anthropology Reischauer Institute of Japanese Studies, Harvard U., 2013-14. Assoc. for Asian Studies, Northeast Asia Council Distinguished Speakers Bureau, 2013-2016

YOSHIMI, Dina R.

APPOINTED: 1993, tenured

J

TITLE/DEPARTMENT: Associate Professor of Japanese, EALL

EDUCATION: PhD (Applied Ling) USC, 1993; MA (Applied Ling) USC, 1989; BA Yale, 1984

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 8

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Japanese (4), Chinese (4)

RESEARCH/TEACHING SPECIALIZATIONS: Japanese second language acquisition, focus on discourse pragmatics; Japanese for academic and professional purposes

RECENT PUBLICATIONS: Kasper, Gabriele, Hanh Thi Ngyuen, Dina R. Yoshimi, Jim Yoshioka (eds.). *Pragmatics and Language Learning, volume 12*. Honolulu: National Foreign Language Resource Center at the University of Hawai'i-Mānoa; Yoshimi, Dina Rudolph, Kondo-Brown, Kimi, and Wang Haidan. (2010). Three instructional units for teaching spoken Chinese/Japanese as a foreign language for the K-2 level. Community Language Acquisition Program, State of Hawai'i, DOE. 2009; Yoshimi, Dina Rudolph. "Japanese pragmatics and its contribution to JSL/JFL pedagogy". In Naoko Taguchi (ed.), *Pragmatic Competence in Japanese as a Second Language*. New York: Mouton de Gruyter.

AREA COURSES TAUGHT: (recent) JPN 604 Intro to Jpn Lang Pedagogy; JPN 605 Rsch Meth in Jpn Lang; JPN 632 Teaching Jpn as a 2nd Lang; JPN 730P Res Sem in Jpn Ling: Pedagogy; JPN 730S Res Sem in Jpn Ling: Sociolinguistics; JPN620c Practicum in Advanced Japanese Language Teaching

FIELD RESEARCH EXPERIENCE: Japan, 1994, 1998, 2015

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

PEDAGOGICAL APPROACH: performance-based using communicative and task-based approaches in combination with explicit instruction of pragmatics

YUE, Ming-Bao

APPOINTED: 1991, tenured

C

TITLE/DEPARTMENT: Associate Professor of 20th Century Chinese Literature and Culture, EALL

EDUCATION: PhD Stanford, 1991; MA Stanford, 1985

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 3

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Mandarin (5), Cantonese (4), Yanghzounese (5), Shanghainese (3), German (5), French (3), Japanese (2)

RESEARCH/TEACHING SPECIALIZATIONS: 20th c. and contemporary Chinese literature, film and culture; literary theory and criticism, Chinese Diaspora and Cultural Studies, feminism, transnational Chinese popular culture

RECENT PUBLICATIONS: "King Hu: My Film and Chinese Theatre" in Roger Garcia and George Wang eds. *King Hu in His Own Words* (Udine, Italy: Centro Espressioni Cinematografiche), Fall 2013, 82-93; "There is No Place Like Home: The Politics of Diasporic Identifications In and Around Taiwan Films of the 60s and 70s," (reprinted) in Zhang Zhen and Chris Berry eds. *Screening Trans-Asia: Genre, Stardom and Intercultural Imaginaries?* (Hong Kong University Press) forthcoming Spring 2014; "Gender and Cinema: Speaking Through Images of Women," in *Asian Cinema*, vol. 22, no. 1, Spring/Summer 2011, 192-208; "Whereto for Multiculturalism: The German Debate on *Leitkultur* and the Promise of Cultural Studies," in Reza Hasmath ed. *Managing Ethnic Diversity: Meanings and Practices from an International Perspective* (UK: Ashgate Press, 2011), 199-220; "Beyond Ethnicity, Into Equality: Re-thinking Hybridity and Transnationalism in a Local Chinese Play," in Handel Wright and Meagan Morris eds. special issue on "Transnationalism and Cultural Studies" in *Journal of Cultural Studies* (Blackwell Publishers), Fall 2009, 23:5/6, 775-794.

AREA COURSES TAUGHT: EALL363B/C 20th c. Chn Literature & Culture; ASAN330 Chn Film: Art & History; CH 421B Issues in Transl: History, Language & Culture.; CHN611 Rdgs in Contemporary Chn; CHN753M Research Seminar in Modern Chn Literature; EALL 346/WS 346 20th c. Literature by Chn Women Writers; EALL/ASAN473 Chn Diaspora & Visual Culture

FIELD RESEARCH EXPERIENCE: annual trips to China and Europe

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

ZENG, Suzanne **APPOINTED:** 2015, tenure-track **C**

TITLE/DEPARTMENT: Asst Prof. & Prgm Coordinator, Ctr for Interpretation & Translation Studies

EDUCATION: PhD (EA Languages & Literatures/Chinese Linguistics), University of Hawai'i, 1996

FOREIGN LANGUAGE(S): [5=ative or near native; 1=beginner] Mandarin Chinese (5), Japanese (3)

RESEARCH/TEACHING SPECIALIZATIONS: Interpreting & Translation: Community Interpreting, Court Interpreting, Medical Interpreting, Conference Interpreting, Simultaneous/Consecutive Interpreting skills, Chn-Eng Translation, Working with LEP speakers

RECENT PUBLICATIONS: Forthcoming: The History of Court Interpreting in Hawai'i (In press); Invited contributor for a chapter on "Chinese Simultaneous Interpreting" for *Routledge Handbook of Chinese Translation* (expected to be released in 2017). Routledge Publishing.

AREA COURSES TAUGHT: TI 403 Introduction to Interpreting; TI 406 Community Interpreting; TI 405/407 Court Interpreting I/II; TI 408 Medical Interpreting; Chn/TI 421b Chinese-English Translation; TI 401 Principles of Translation

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 100%

ZHANG, WEI **APPOINTED:** 2008, tenured **C**

TITLE/DEPARTMENT: Associate Professor/Sociology

EDUCATION: PhD U Texas at Austin, 2007; MS U Texas at Austin, 2005; MA Nanjing U, 2002

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 28

FOREIGN LANGUAGE(S): [5=ative or near native; 1=beginner] Chinese (5)

RESEARCH/TEACHING SPECIALIZATIONS: Medical Sociology, Aging & Health, Social Statistics, and Research Methods

RECENT PUBLICATIONS: Zhang, Wei, Sizhe Liu, & Bei Wu (forthcoming) "Defining Successful Aging: Perceptions of Elderly Chinese in Hawai'i." *Gerontology & Geriatric Medicine*; Zhang, Wei, Yan Yan Wu, & Kathryn Braun. 2017. "The Educational, Racial & Gender Crossovers in Life Satisfaction: Findings from the Longitudinal Health & Retirement Study" *Archives of Gerontology & Geriatrics* 73: 60-68.; Liu, Sizhe & Wei Zhang. 2017. "Immigration-Related Stressors & Mental Health Problems: Exploring the Role of Religious Involvement." *Intl J. of Population Studies* 3(1): 22-41.; Zhang, Wei, Yan Yan Wu, & Bei Wu. 2017. "Does Oral Health Predict Functional Status in Late Life? Findings from a Natl Sample" *J. of Aging & Health*; Zhang, Wei & Yan Yan Wu. 2017. "Indiv. Educational Attainment, Neighborhood-Socioeconomic Contexts, & Self-Rated Health of Middle-Aged & Elderly Chinese: Exploring the Mediating Role of Social Engagement." *Health & Place* 44:8-17.; Zhang, Wei, Qiushi Feng, Joy Lacanienta, & Zhihong Zhen. 2017. "Leisure Participation & Subjective Well-Being: Exploring Gender Differences among Elderly in Shanghai, China." *Archives of Gerontology & Geriatrics* 69:45-54.; Zhang, Wei, Qiushi Feng, Lin Liu, & Zhihong Zhen. 2015. "Social Engagement & Health: Findings from Survey on Older Adults in Shanghai, China." *Intl J. of Aging & Human Development* 80(4): 332-356.; Sentell, Tetine & Wei Zhang. 2015. "The Importance of Considering Educational Inequity & Health Literacy to Understand Racial/Ethnic Health Disparities." *Hawai'i J. of Medicine & Public Health* 74(7): 244-247.; Zhang, Wei, Huashuai Chen, and Qiushi Feng. 2015. "Education & Psychological Distress of Older Chinese: Exploring the Longitudinal Relationship & Its Subgroup Variations." *J. of Aging & Health* 27(7): 1170-1198.

AREA COURSES TAUGHT: SOC354 Survey of Med. Soc.; SOC615 Sem. in Med. Soc.; SOC716 Adv. Med. Soc.; SOC718 Aging, Culture, & Health

FIELD RESEARCH EXPERIENCE: Annual trips to China.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 30%

ZHENG, Dongping

APPOINTED: 2009, tenured

C

TITLE/DEPARTMENT: Associate Professor, Second Language Studies

EDUCATION: PhD (Ed. Psych.) U Connecticut, 2006; MA U Great Falls, 1998; MA Jilin U, China, 1997

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 13

FOREIGN LANGUAGE (S): [5=native; 1=beginner] Mandarin (5), Classical Chinese (4), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Second lang. learning & tech., Distributed lang. & cognition, ecological & sociocultural approaches to 2nd lang. learning, multimodal analysis, virtual world & game-based learning, place-based mobile learning, Daoist & Confucian perspectives on lang. learning

RECENT PUBLICATIONS: **Zheng, D.**, Liu, Y., Lu, A., Lambert, A. Tomei, D., & Holden, D. (in press). An ecological community becoming: Lang. learning as first-order experiencing with place & mobile technologies. *Linguistics & Education.*; Lu, A., Wang, L., Guo, Y., Zeng, J., **Zheng, D.**, Wang, X.,... Wang, R. (2017). The Roles of Relative Linguistic Proficiency & Modality Switching in Lang. Switch Cost: Evidence from Chinese Visual Unimodal & Bimodal Bilinguals. *J. of Psycholinguistic Rsrch*; **Zheng, D.**, Dai, Y., & Liu, Y., (2017). Place, Identity & Becomings with Mobile Technologies: Feminist & Chinese Philosophies. Special issue on *Place* by Springer Journal, *Intl Communication of Chinese Culture* 2017:3.; **Zheng, D.**, & Newgarden, K., (2017). Ecological, Dialogical & Distributed Lang. Approaches to Online Games & Virtual Envir. In S. Thorne & S. May (Eds.), *Encyclopedia of Lang. & Edu., 3rd ed. Vol. 9: Lang., Edu. & Tech.* Springer

AREA COURSES TAUGHT: SLS380 Bilingual Ed.; SLS680P Tasks, Activities & Learning Envir.

FIELD RESEARCH EXPERIENCE: regular trips to China, most recent trip in 2017.

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 50%

DISTINCTIONS: Foreign Excerpt of Intelligence Program, School of Foreign Languages, Southwest U. for Nationalities, China, 2017; Invited Researcher for the Center of Canon Studies of Anshan Normal U., China; Baishan Scholar, Jilin Huaqiao U. of Foreign Languages, China, 2017-20; *Yunshan Scholar*, School of Eng. & Edu., Guangdong U. of Foreign Studies, China. 2016-19

ZHOU, JIAN

APPOINTED: 2012 tenured

C

TITLE/DEPARTMENT: Professor, Accounting; Lloyd Fujie/Deloitte Foundation Distinguished Prof.

EDUCATION: PhD (Accounting) Syracuse U., 2000; MS Peking U., 1995; BS Peking U., 1992

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 5

FOREIGN LANGUAGE(S): [5=native or near native; 1=beginner] Chinese

RESEARCH/TEACHING SPECIALIZATIONS: Fin. Acct., Auditing, China-related Acct. & Auditing

RECENT PUBLICATIONS: H. H. Huang, G. Lobo, C. Wang, & J. Zhou. 2017. *Do Banks Price Independent Directors' Attention?* Forthcoming, *J. of Financial & Quantitative Analysis*; C. Cassell, L. A. Myers, R. Schmardebeck, & J. Zhou. 2017. The Monitoring Effectiveness of Co-opted Audit Committees. Forthcoming, *Contemporary Acct. Rsrch*; F. Alali, R. Elder, J. Zhou. 2017. An Analysis of Big 4 Pricing & Firm Size: The Differential Impact of Demand & Supply Shocks on Large & Small Clients. Forthcoming, *J. of Accounting, Auditing & Finance*; Jaehyeon Kim, Yongtae Kim & Jian Zhou. 2017. Lang. & Earnings Management. *J. of Accounting & Economics* 63 (2-3): 288-306

AREA COURSES TAUGHT: Intro. to Managerial Accounting, Advanced Financial Accounting, Auditing, Accounting for Managers (part-time MBA & Executive MBA), Accounting PhD Seminar

FIELD RESEARCH EXPERIENCE IN EAST ASIA: Annual trips to China

TIME (%) DEVOTED TO EA RESEARCH, TEACHNG AND ADVISING: 25%

ZHOU, Kate Xiao

APPOINTED: 1994, tenured

C

TITLE/DEPARTMENT: Professor, Political Science

EDUCATION: PhD (Political Science) Princeton, 1994; MS Texas A & M, 1989; MA Princeton, 1991; BA Wuhan U, 1982

OF GRADUATE COMMITTEES SUPERVISED IN THE PAST 5 YEARS: 16

FOREIGN LANGUAGE (S): [5=native or near native; 1=beginner] Mandarin (5), Japanese (1)

RESEARCH/TEACHING SPECIALIZATIONS: Chinese Politics; Chinese Nonprofit Organizations; Political Economy of China; Politics and Society in China; China and Globalization; Chinese Entrepreneurship; Chinese minority studies; US-China Relations; Women and Development in China;

RECENT PUBLICATIONS: "Two Models of Economic Development in China," in East Asian Development Mode, Shiping Hua (2014, Routledge); Democratization in China, Korea and Southeast Asia? (2014, Routledge) with Lynn White and Shelley Riggs, "How the Internet is changing China," in Democratization in China, Korea and Southeast Asia? (2013, Routledge) with Lynn White and Shelley Riggs

AREA COURSES TAUGHT: Cross-listed Writing Intensive & Oral: ASAN 308/POLSC308 Chn Political Economy; POLSC680 Regional Politics: China; POLS645c Chn Politics; US-China Relations

FIELD RESEARCH EXPERIENCE: Annual trips to China since 1994

TIME (%) DEVOTED TO EA RESEARCH, TEACHING AND ADVISING: 80%

DISTINCTIONS: 2008 Reagan-Fascell Democracy Fellow, National Endowment for Democracy, 2006, Templeton Freedom Award for Social Entrepreneurship, 2006 Atlas Economic Research Foundation's top prize (\$10,000) for Social Entrepreneurship

NRCEA Positions Descriptions

Korean Language Initiative, K-12 Teacher Training Workshop, Student Assistant Position

The student assistant in this position will assist with pre- and post-workshop preparation and workshop materials development. All the workshop materials are written in Korean. The student will be communicating with participants and speakers in Korean both verbally and through email. The duties of this position include, collecting, editing, and compiling all the workshop materials produced by the participants and distribute those materials to the workshop participants, teachers in Hawaii and on the U.S. mainland. He/she will create simple spreadsheets to maintain workshop databases. Qualifications include an undergraduate student in good standing, native or near native fluency in Korean and English, well-organized, demonstrated ability to prepare and manage databases and to create spreadsheets using Excel. \$13.05/hour

EA Library Student Assistant Positions (Chinese, Japanese, and Korean Library Student Assistants)

The student assistants in these positions will assist EA specialist librarians by searching and verifying bibliographic information in a variety of sources, produce bibliographies, assist in digitizing resources, create metadata for these resources, post and update materials to the UH library website. Qualifications include reading, writing, and speaking fluently in Chinese, Japanese, or Korean (depending on the specific collection), undergraduate or graduate student in good standing, ability to identify bibliographic information and produce it for resources in the specific EA language, experience in digitizing materials, and experience in maintaining websites. \$14.90/hour

NRCEA Evaluator Position

The assessment specialist will review evaluation and action plans, and work with faculty involved in NRC-supported activities to improve their annual assessment plans. He/she will provide expertise in the development of assessment instruments and methodology, and will write an annual report. Qualifications include graduate degree(s), specialized training in the assessment of post-secondary programs/curricula/activities, experience in college-level assessment, and experience in working with U.S. Department of Education grants. \$3000/annual

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**APPENDIX 2
COURSE LIST
2016-2017, 17-18, 18-19**

EA Content %: Content according to Course Instructor or Department Chair
Underlined Courses: New
Cross-listed Courses denoted by asterisk (*)
Terms: F=Fall, S=Spring, SU=Summer

Total Enrollment: 7194
Languages: 3345
CHN enrollments: 498
JPN enrollments: 1878
KOR enrollments: 969
Total # of Courses in Appendix: 339
Total # of Courses offered 16-17: 246
Total # of Cross-listed courses: 22
(10 sets, 2 courses have 3 course numbers)

American Studies

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
25%	AMST310 Jpn-Am Exp (Covers Jpn history & culture)	Ogawa	F, S	3	230	2	√	√
25%	AMST411 Jpn Americans (Covers Jpn history & culture)	Ogawa	S	3	16	0	√	√
100%	*AMST438 Women & Globalization in Asia Cross-listed as WS462, POLS372	Koikari		3				√

Anthropology

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
100%	ANTH462 EA Archaeology	Rolett	S	3	14	0		
100%	ANTH483 Jpn Cult & Behav I	Yano, Hasegawa	F, SU	3	30	2	√	√

100%	ANTH484 Jpn Popular Culture	Yano, Hasegawa, van Ommen	S, SU	3	38	4	√	√
100%	ANTH487 Okinawa & its diaspora	Sakuma		3				√
100%	ANTH488 Chn Culture: Ethno	Blake	F	3	6	0		
100%	ANTH720 Anthro of Japan	Yano		3				√

Art

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	ART380 Early Art of Japan	Szostak	F	3	24	2	√	√
100%	ART381 Later Art of Japan	Szostak	S	3	38	1	√	√
100%	ART385 Early Art of China	Lingley		3				√
100%	ART386 Later Art of China	Lingley		3				√
100%	ART483 Applied Art of Japan	Szostak	F, S	3	19	2	√	√
100%	ART486 Early Chinese Painting	Lingley	F	3	20	2		
100%	ART487 Mod Art to Chn Postmod	Lingley	S	3			√	
100%	ART496 Experimental Jpn Film	Szostak	S	3			√	
100%	ART780 Seminar in Jpn Art	Szostak	S	3	0	3		

Asian Studies

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	ASAN201 Intro to Asian St: EA	Harwit	S	3	21	0	√	√
100%	*ASAN308 Chinese Pol	Zhou	S	3			√	

	Econ Cross-listed as POLS308							
50%	ASAN310 Asian Humanities (Covers EA)	Stirr	F	3	17	0	√	√
50%	ASAN312 Contemp Asian Civ (Covers EA)	Abinales, Govella	S	3	71	0	√	√
100%	ASAN320C Asian Nation: China	Clayton	S	3	14	0		√
100%	ASAN320J Asian Nation: Japan	Satsuma	S	3	38	1	√	√
100%	ASAN320K Asian Nation: Korea	Park	F	3	14	0	√	√
100%	ASAN 320O Asian Nation: Okinawa	Carlile	S	3	20	0	√	√
100%	*ASAN323 Way of Tea (Covers Jpn history and culture) Cross-listed as HIST323	Madar, Stalker	S	3	13	0	√	√
100%	ASAN324 Chanoyu Practicum	Ogawa	F, S	2	43	3	√	√
100%	*ASAN325D Jpn Film: Art & Hist – Spec. Topics Cross-listed as EALL325D	Haag	S	3			√	√
100%	ASAN330 Chn Film: Art & Hist.	Ning	F	3	7	0	√	√
100%	*ASAN364 20th c Chinese Women Writers Cross-listed as EALL364, WS346	Yue	S	3	10	0	√	√
100%	ASAN420 Korean Cinema	Park	S	3			√	
100%	ASAN462 Contested Issues in Contemporary Japan	Arudou, Govella	F	3	4	3	√	√
100%	ASAN464 S. Korea &	Chun	SU	3	8	0	√	√

	Jpn Pop Music							
100%	ASAN465 Anime, Manga and Film	Chun	SU	3	15	2	√	√
35%	ASAN471 Intro to Contemp Asian Cinema	Gupta	SU	3	8	1	√	√
100%	*ASAN473 Chinese Dias/Vis Media Cross-listed as EALL473	Yue	S	3	6	1	√	
100%	ASAN482 Political Econ of Jpn			3				√
100%	ASAN484 Soc & Politics in China	Kwok		3				√
100%	ASAN485 Contemp Chinese Dev	Harwit	F	3	6	1		
100%	ASAN491K Tpcs in Asan: Korea	Allen, Park	F, S	3	26	6	√	√
100%	ASAN600C Scope & Methods: China	Harwit	F	3	0	4	√	√
100%	ASAN600J Scope & Methods: Japan	Carlile	F	3				√
100%	ASAN600K Scope & Methods: Korea	Park	F	3	0	2	√	√
100%	ASAN608 Politics & Dev: China	Kwok	F	3	0	3	√	√
100%	*ASAN612 20 th c. Chinese Literary & Cultural Studies Cross-listed as EALL611	Yue						√
100%	ASAN620 Contemp Asia: Probs. & Issues	Hathaway, Clayton, Govella	S	3	0	7	√	√
60%	ASAN627 Ethnic Nationalism in Asia (Covers EA)	Clayton	F	3	0	16		√
100%	ASAN629 EA Security Cultures	Carlile		3				√
80%	*ASAN636 Cult & Urb	Kwok	S	3			√	

	Form in Asia (focus on EA) Cross-listed as PLAN636							
80%	*ASAN638 Asian Dev & Urbanization (focus on EA) Cross-listed as PLAN638	Kwok		3				√
100%	ASAN650 Marriage Family East Asia	Clayton	S	3			√	
100%	ASAN651 East Asia Now	Harwit	S	3	1	6		
100%	ASAN686 Law & Society in China	Conner		1 to 3				√
100%	ASAN750C Rsch Sem: China	Clayton, Harwit, Govella	F, S	3	0	8	√	√
100%	ASAN750J Rsch Sem: Japan	Govella	S	3			√	
100%	ASAN750K Rsch Sem: Korea	Park, Govella	S	3	0	7	√	√

Chinese Language & Literature (all courses 100% EA)

<u>Course Number</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
CHN101	Elementary Mandarin	Wu, Q.; Jiang, Wu, J.; Ding	F, SU	4	80	5	√	√
CHN102	Elementary Mandarin	Liu, Wu, Ding, Riggs, Xia	S, SU	4	62	4	√	√
CHN201	Interm Mandarin	Liu, Sun, Ding	F, SU	4	21	3	√	√
CHN202	Interm Mandarin	Wu, Liu, Dong, Zhai	S, SU	4	31	2	√	√
CHN205	Interm Chn Business	Wu	F, S	8	16	1	√	√
CHN301	3rd-level Mandarin	Yang	F	4	13	1	√	√
CHN302	3rd-level Mandarin	Wang, Liu	S	4	7	1	√	√
CHN305	3 rd Yr Chn Business	Wu	S	8	10	0	√	√

CHN311	Interm Mandarin Conversation	Liu, Zhang	F, SU	3	13	1	√	√
CHN401	4th-level Mandarin	Wang	F	4	15	2	√	√
CHN402	4th-level Mandarin	Jiang, Yue	S	4	13	2	√	√
CHN404	Accelerated 4th-level Mandarin	Jiang	S, SU	8	7	4		
CHN421C	English to Chinese Translation	Zhang	SU	3	11	4		
CHN441	4th Yr Rdg/Wrtg: Adv Topics I	Xia	F, S, SU	3	17	1	√	√
CHN442	4th Yr Rdg/Wrtg: Adv Topics II	Wang, Xia	S, SU	3	24	4	√	√
CHN452	Structure of Chinese	Hsieh	S	3	21	0	√	√
CHN453	Study of Chinese Characters	Jiang, S.	S	3			√	
CHN455	Chinese Pragmt and Discourse	Hsieh	F	3	8	0	√	√
CHN456	Chn Semantics & Comm	Hsieh	F	3	6	0	√	√
CHN457	Chinese Words & the Lexicon	Jiang	F	3	15	1		
CHN461	Intro Classical Chinese	Spring, Wang	F, SU	3	17	5	√	√
CHN470	Language and Culture of China	Jiang, L.	S	3			√	
CHN485	Readings in Chinese	Liu	F	3	7	0	√	√
CHN486	Academic/Professional Chn II	Liu	S	3	4	0	√	√
CHN487B	Readings 20 ^a C Lit: Short Stories	Sun	F	3			√	
CHN491	Oral Fluency through Chn Films	Spring	S	3			√	
CHN 497	High-Advanced Chinese I	Jiang, S.	F	3			√	
CHN498	High-Advance Chinese II	Wang	S	3			√	
CHN601	Intro Contemp Chn Lang	Jiang		3				√
CHN610B	Chinese Poetry: Ancient	McCraw	F	3	3	4		

CHN634	Chinese Syntax and Semantics	Jiang, L.		3			√	
CHN642	Contrast/Anal Chn & Eng	Jiang	S	3	0	6		
CHN643	Method in Teaching Chinese as 2nd Lang	Spring	S	3			√	
CHN645	Chn Teaching Practicum	Wang	S	3	0	11		
CHN650B	Teaching and Testing	Wang	F	3			√	
CHN650C	Cognitive Grammar	Jiang, S.	S	3			√	√
CHN655	Chinese Grammar	Jiang, L.	F	3			√	
CHN661	Advanced Classical Chn	McCraw	F	3			√	
CHN699	Directed Research	McCraw, Yue, Jiang, Wang	F, S	1	0	7		
CHN750C	Rsch Sem: Structure	Jiang	F	3	0	8		

Dance

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
100%	DNCE303 Jpn Dance 1	Asao	F, S	1	9	0	√	√
100%	DNCE305 Korean Dance 1	Freshley	F, S	1	7	0	√	√
100%	DNCE306 Okinawan Dance	Shiroma	F, S	1	5	4	√	√
100%	DNCE403 Jpn Dance II	Asao	F, S	1	5	1	√	√
100%	DNCE405 Korean Dance II	Freshley	F, S	1	0	2	√	√
100%	DNCE406 Okinawan Dance II	Shiroma	F, S	1	4	3	√	√

East Asian Languages & Literatures

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
100%	EALL271 Jpn Lit in Transl: Trad	Citko, Miller	F, S, SU	3	65	0	√	√
100%	EALL272 Jpn Lit in Transl: Mod	Kimura, Keith, Haag, Pizarro	F, S, SU	3	77	0	√	√
100%	EALL282 Kor Lit in Transl: Mod	Hwang, Arkenstone	F, S	3	36	0	√	√
100%	*EALL325D Jpn film: Art/History-Special Topics Cross-listed as ASAN325D	Ito, Haag	F, S	3	29	0	√	√
100%	EALL361 Chinese Lit: Ancient	McCraw	F	3	13	1	√	√
100%	EALL362 Chinese Lit: Pre-mod	McCraw	S	3	11	0	√	√
100%	EALL363B 20 ^a c. Chn lit & cult: 1919-1949	Yue	F	3	14	0	√	√
100%	EALL363C 20 ^a c. Chn lit & cult: 1949-present	Peng	S	3	21	0	√	√
100%	*EALL364 20 ^a c. Lit by Chn Women Cross-listed as ASAN364, WS346	Yue	S	3	2	0	√	√
100%	EALL365B Trad Chn Fict in transl: short story	McCraw	S	3	11	0	√	√
100%	EALL366 City in Mod Chn Lit & Vis Arts	Peng	S	3			√	
100%	EALL371B J Prose Fiction/Lit Miscellany	Huey	S	3	23	1		
100%	EALL371C Jpn Trad Drama & Poetry	Miller, Citko	F, S	3	13	0	√	√
100%	EALL372B Mod Jpn Lit Fiction	Arkenstone, Reidpath	F, S, SU	3	56	1	√	√

100%	EALL375 Japanese Cultural Studies	Smith, Kimura	F, S	3	46	2	√	√
100%	EALL384 Modern Korean Writers	Kim		3				√
100%	*EALL473 Chinese Diasp/Visual Cult Cross-listed as ASAN473	Yue	S	3	2	0	√	√
100%	*EALL 611 20* c. Chinese Literary and Cultural Studies Cross-listed as ASAN612	Yue						√
100%	EALL647 Contemp. Chinese Documentary	Peng	F	3	0	4		
100%	EALL699 Directed Research	Kim, Peng, Cohn	F	1 to 3	0	6		√
100%	EALL700 Thesis Research	Huey	S	1 to 3	0	1		√
100%	EALL700F Thesis	Aune	SU	1 to 3	0	1		√
100%	EALL800 Dissertation Research	Cohn, Cook, Hsieh, Huey, Sohn, Yoshimi, Kanno, Jiang, Park, Spring, Fukuda, Wang, Aune	F, SU	1	0	28		√

Economics

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	ECON317 Jpn Economy	Greaney	S	3	20	0	√	√
100%	ECON416 Chn Economy	Wang		3				√

Ethnic Studies

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
25%	ES318 Asian American Survey (Covers EA hist&cult)	Chung, Nakamura, Lo, Mariano	S, SU	3	22	1	√	√
30%	ES330 Japanese in Hawai'i (Covers Jpn hist & culture)	Okamura	S	3	29	0	√	√

Fashion Design Textiles & Merchandising (FDM) (formerly Apparel Product Design and Merchandising)

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
100%	FDM416 Costumes/Cultures of East Asia	Lin	S	3			√	

Geography

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
100%	GEOG352 Geography of Japan	Sakuma	S	3			√	
100%	GEOG353 Geography of China	Jiang	F	3				√
60%	GEOG432 Cultural Geographies of Tea	Jiang	S	3			√	

History

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
50%	HIST241 Civ of Asia (half of content on EA)	Wang	S	3			√	
100%	HIST311 Hist of China	Davis	F	3			√	

100%	HIST312 Hist of China	Davis	S	3			√	
100%	HIST321 Hist of Japan	Madar, McNally	F, SU	3	42	0	√	√
100%	HIST322 Hist of Japan	McNally	S	3	30	0	√	√
100%	*HIST323 Way of Tea (Covers Jpn hist & culture) Cross-listed as ASAN323	Madar, Stalker	S	3	17	0	√	√
100%	HIST324 Samurai of Japan			3				√
100%	HIST327 Hist of Premodern Korea	Kim		3			√	
100%	HIST328 Hist of Modern Korea	Kim	S	3			√	
100%	HIST 389 The Asia- Pacific War	Totani	S	3			√	
100%	HIST411 Local Hist: Late Imp Chn	Wang	F, S	3	23	0	√	
100%	HIST416 Chn Intellectual Hist	Davis		3				√
100%	HIST417 Chn Intellectual Hist	Davis		3				√
100%	HIST418 Chn Foreign Relations	Brown	SU	3	14	4		
100%	HIST419 The Search for Modern China	Wang	S	3			√	
100%	HIST420 The People's Republic of China	Brown	S	3	18	2		
100%	HIST421 China in World History	Wang	S	3	15	0		
100%	HIST422 Tokugawa Japan	McNally	F	3	31	0	√	√
100%	HIST423 Okinawa	McNally	S	3	28	2	√	√
100%	HIST424 20 ^a c. Japan	Patterson	S	3	19	1		
100%	HIST425 Women in East Asian History	Brown	SU	3	12	2		

100%	HIST429 War Crimes Trials in Asia	Totani	F	3			√	
50%	HIST451D Hist & Lit: Asia & Pacific (Covers EA)	Brown	S	3	14	0		
100%	HIST661B Chn History: Early	Davis	S	3	0	4	√	√
100%	HIST661D Chn History: Modern	Brown	F	3	0	6		
100%	HIST665C Jpn Hist: Early Mod	McNally	F	3			√	
100%	HIST665D Jpn Hist: 1868-Pres	Totani		3				√
100%	HIST667B Korean Hist: Rdg	Kim	S	3			√	
100%	HIST670 Topics on the Asia-Pacific War	Totani	F	3			√	

Japanese Language & Literature (all courses 100% EA)

<u>Course Number</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
JPN101	Elementary Japanese	Hughes, Matt, Madsen, Chen, Uchida, Nielsen, Brorsen, Woo, Hata, Yoshii, Iwai, Wada	F, S, SU	4	286	16	√	√
JPN102	Elementary Japanese	Ikeda, Suzumura, Yoshii, Ray, Curry, Hata, Yoshii, Klafehn, Hanoka, Tanaka, Mitani, Forte, Tada	F, S, SU	4	223	11	√	√
JPN112	Elem Jpn for Oral Comm	Wada	F	3	17	0		
JPN201	Intermediate Japanese	Arkenstone, Chen, Klafehn,	F, S, SU	4	227	5	√	√

		Ikeda, Murayama, Hirate, Suzumura, Uchida, Woo, Tada						
JPN202	Intermediate Japanese	Hanaoka, Homma, Ogasawara, Woo, Ray, Murayama	F, S, SU	4	170	9	√	√
JPN211	Interm Jpn for Oral Comm	Madsen, Iwai, Lee	F, S, SU	3	36	4		
JPN212	Interm Jpn for Oral Comm	Fukuda, Madsen, Iwai, Lee	F, S, SU	3	64	0	√	
JPN217	Intro Jpn Rdg/Wrtg/Basic Kanji	Lee	SU	3	1	0		
JPN301	3rd Level Conv & Rdg	Ray, Wada, Hirate, Iwai, Chen, Curry, Hanaoka, Homma	F, S, SU	4	84	8	√	√
JPN302	3rd Level Conv & Rdg	Hata, Iwai, Wada, Ogasawra	F, S, SU	4	81	2	√	√
JPN308	Special Reading & Writing	Nakahara	F	3	15	0		
JPN311	3rd-Yr JPN Professional Com I	Murayama, Fukuda	F	3	27	1	√	√
JPN312	3 rd -Yr JPN Professional Com II	Murayama	S	3	12	1	√	√
JPN318	Oral Fluency through Film	Wada	S	3	17	0		√
JPN350	Intro to Jpn Linguistics	Curry, Chen, Kanno, Fukuda	F, S	3	84	2	√	√
JPN370	Lang in Jpn Society	Yoshimi, Cook, Fukuda	F, S	3	63	2	√	√
JPN401	4th Level Japanese	Uchida, Nakahara, Woo	F, S	3	59	2	√	√
JPN402	4th Level Japanese	Nakahara, Fukuda, Uchida	F, S	3	48	2	√	√
JPN403	Jpn for Adv Speakers I	Nakahara	S	3	18	0		

JPN404	Jpn for Adv Speakers II	Ogasawara		3			√	
JPN407B	Newspapers & Magazines	Tateyama	F	3	14	1		
JPN407D	Humanities	Smith, Cook, Uchida	F, S	3	39	2	√	√
JPN407E	Modern Literature	Ito, Kimura, Haag	F, S, SU	3	47	1	√	√
JPN421	Jpn Composition	Ogasawara	F	3	15	0	√	√
JPN425	*Jpn Translation Cross-listed as TI425	Tateyama	S	3	14	0	√	√
JPN451	Structure of Jpn	Fukuda	S	3	15	1	√	√
JPN452	Intro to Jpn Pedagogical Gramr	Kanno	F	3	5	4	√	√
JPN461	Intro to Classical Jpn	Huey	F	3	7	5		√
JPN471	Okinawan Lang & Cult I	Curry	F	3	24	4	√	√
JPN472	Okinawan Lang & Cult II	Curry	S	3	6	2	√	√
JPN493	Project Work in Japanese	Ogasawara	S	3	14	1		√
JPN499	Directed Fourth-Level Reading	Yoshimi, Ito	S	1 to 3	0	2	√	√
JPN601	Jpn Phonology & Morphology	Vance	F	3			√	
JPN602	Syntax/Semantics/Pragmatics	Fukuda, Kanno	S	3	0	6	√	√
JPN604	Intro to Jpn Lang Pedagogy	Tateyama, Yoshimi	F	3	0	6	√	√
JPN605	Rsch Meth in Jpn Lang	Yoshimi	S	3	0	6		
JPN606	Into to Jpn Sociolinguistics	Cook	S	3	0	5	√	√
JPN610B	Jpn Poetry: Classical	Huey		3				√
JPN611B	Mod Jpn Lit: Meiji-Taisho	Ito		3				√
JPN611C	Mod Jpn Lit: Showa-Heisei	Haag	F	3			√	
JPN613	Medieval Jpn Lit	Huey		3				√
JPN615	Classical Japanese Literature	Huey	S	3			√	
JPN620B	Practicum: Teach Jpn Lang	Tateyama	F	3			√	√
JPN632	Teaching Jpn as 2nd Lang	Yoshimi		3				√
JPN633	Jpn Sociolinguistics	Cook	S	3	0	6		
JPN640	Themes in Jpn Lit	Haag	F	3	0	7		

JPN699	Directed Research	Cook, Kondo-Brown, Kanno, Fukuda, Ito, Tateyama	F, S, SU	1	0	12	√	√
JPN730P	Res Sem in Jpn Ling: Pedagogy	Yoshimi	F	3	0	10		√
JPN730S	Res Sem in Jpn Ling: Socioling	Cook	F	3			√	

Kinesiology & Rehabilitation Science

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	KRS160 Judo	Hiraoka	S	1	23	2		
100%	KRS161 Aikido	Hufen	S, SU	1	20	3	√	√
100%	KRS163 Ta'i Chi Chu'an	Fong	SU	1	10	2	√	√

Korean Language & Literature (all courses 100% EA)

Course Number	Course Title	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
KOR101	Elementary Korean	Pak, An, Lopez, Jung, Matsuyama, Miyashiro, Lee	F, S, SU	4	146	6	√	√
KOR102	Elementary Korean	Smith, Lee, Park, Jung, Fox, Kim	F, S, SU	4	74	4	√	√
KOR201	Intermediate Korean	Park, C.R.; Oh, Juhn, Lee	F, S	4	44	1	√	√
KOR202	Intermediate Korean	Matsuyama, An, Park	F, S	4	79	0	√	√
KOR205	Accel Intermediate Korean	Juhn	SU	8	4	1	√	√
KOR301	3rd Level Korean	An, Kim, Pak	F, S	3	45	2	√	√
KOR302	3rd Level Korean	Lee, Chang	F, S	3	43	1	√	√
KOR305	Accel Thrid-Level Korean	Lee	SU	6	8	1	√	√

KOR307	Reading Chinese Characters I	Yu	F	3	19	2	√	√
KOR308	Reading Chinese Characters II	Matsuyama	S	3	15	1	√	√
KOR380	Korean Proficiency through TV	Yu, Smith, Sung	S, SU	3	27	2	√	√
KOR399	Directed 3rd Level Reading	Chung, L.	F, S	1 to 3	24	0	√	√
KOR401	4th Level Korean	Chung, H.; Pak	F, SU	3	31	4	√	√
KOR402	4th Level Korean	Park, An, Smith	S, SU	3	30	5	√	√
KOR403	High-Advanced Korean I	Chang	F	3	15	0	√	√
KOR404	High-Advanced Korean II	Chang	S	3			√	√
KOR411	Korean Oral Communication	Oh, Smith	S	3	17	0	√	√
KOR420	Korean Composition	Kim, Lee	S	3	17	0	√	√
KOR421	Media Analysis In Korean I	Chang	F	3	12	2	√	√
KOR422	Media Analysis in Korean II	Chang	S	3	10	0	√	√
KOR425	Selected Readings in Korean	Oh; Park, C. R.; Sung	F, S, SU	3	37	6	√	√
KOR451	Structure of Korean	Park, M. J.	F	3	22	1	√	√
KOR452	Structure of Korean	Park	S	3	15	4	√	√
KOR470	Lang & Culture of Korea	Kim, Lee	S	3	21	1	√	√
KOR480	Kor Proficiency through Film	Cheon, Chung	F, SU	3	31	1	√	√
KOR485K	Korean Career Pros: Others	Kim, O. S.	F	3	9	0	√	√
KOR486K	Kor Academic Purposes: Other	Cheon	S	3	10	0	√	√
KOR493	Intro Trad Korean Lit	Kim, Y.H.		3				√
KOR494	Intro Modern Korean Lit	Kim, H.	F, S	3	19	2	√	√
KOR496	Korean Abroad	Cheon, S. Y.;	F, S	1 to 12	11	7	√	√

		Kong						
KOR499	Directed 4th Level Reading	Chang, S.; Cheon	F, S	1 to 3	14	0	√	√
KOR613M	Korean Verse: Modern	Kim, Y. H.	F	3	1	4		
KOR614M	Kor Narrative-Mod	Kim, Y. H.	F	3	0	4		
KOR621	Media Research in Korean	Kong	F	3	1	5	√	√
KOR622	Comp Studies S&N Kor Lang	Kong	S	3	0	6	√	√
KOR623	Interdisciplinary Res in Kor	Chang, S.; Kim	F	3	0	5	√	√
KOR624C	Anlys Kor Acad Dscrs: Pol Sci	Kong	S	3			√	
KOR632	Korean Phonology & Morphology	Cheon, S. Y.	F	3	0	8	√	√
KOR634	Korean Sociolinguistics	Kim, M. S.		3				√
KOR635	Pedagogy of Teaching KSL	Park, M. J.		3				√
KOR636	Korean Conversation Analysis	Kim, M. S.	S	3	0	8		
KOR655	Practicum: Teaching KSL	Park, M. J.	F	3			√	
KOR664	Issues in Mod Korean Lit	Kim, Y. H.		3			√	
KOR699	Directed Research	Kim, Y. H.; Park, M. J.; Kim, M. S.	F, S	1	0	5	√	√
KOR720	Rsch Sem in Korean Lit	Kim, Y. H.		3				√
KOR730	Rsch Sem in Korean Lang	Kong; Park. M. J.; Kim, M. S.	F, S	3	0	19	√	√

Music

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
100%	MUS127B Asian Perform Koto	Miyashiro	F, S	1	16	1	√	√

100%	MUS311C Japanese Ensemble I	Miyashiro	F, S	1	13	4	√	√
100%	MUS311D Chinese Ensemble I	Kuan	F, S	1	13	7	√	√
100%	MUS311E Korean Ensemble I	Lee	S	1			√	
100%	MUS311F Okinawan Ensemble	Kaneshiro	S	1	4	5	√	√
100%	MUS311I Gagaku Ensemble I	Shamoto	S	1	2	4	√	√
100%	MUS411D Chinese Ensemble I			3			√	
100%	MUS478C Musical Cultures: China	Kuan	F	3	3	0		
100%	MUS478D Musical Cultures: Japan	Blasdel	F	3	5	3		

Philosophy

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 17-18
50%	PHIL306 Philosophy of Art (half of course focuses on EA)	Tanke	S	3	20	1		
50%	PHIL360 Buddhist Philosophy (course Covers EA)	Iwasaki	F	3	11	1		
100%	PHIL370 Chinese Philosophy	Cheng	F	3	8	2	√	√
100%	PHIL380 Japanese Philosophy	Ishida		3				√
100%	PHIL406 Intro to Zen	Odin	S	3	16	0		
100%	PHIL770 Sem in Chn Phil	Perkins	S	3			√	
100%	PHIL771 Sem in Yi-Jing	Cheng		3				√
100%	PHIL780 Sem in Jpn Phil	Odin	S	3	0	6		

50%	PHIL790 Sem in Comp Phil (Instructors are EA Scholars)	Odin	S	3			√	
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Political Science

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
50%	POLS305 Global Politics/Comp (Covers EA politics)	Yang, Shah, Yazici, Tekin	F, S, SU	3	95	1	√	√
100%	POLS307H Tpcs Comp Politics: Japan	Flowers, Um	F, SU	3	20	1	√	√
100%	*POLS308 Chinese Political Econ (Cross-listed as ASAN 308)	Zhou	F	3	19	0	√	√
50%	POLS315 Global Pcls/Intl Rels (Covers EA relations)	Chadwick, Grove, Soguk, Flowers	F, S, SU	3	118	1	√	√
100%	POLS333 Advanced Topics Global Politics: Two Ends of Asia EA Relations w/ Islamic Nations	Campos	S	3	23	0		
100%	*POLS372 Women & Globalization in Asia Cross-listed as WS462, AMST438	Koikari		3				√
100%	POLS645C Politics of China	Zhou		3				√
50%	POLS680 Asian &/or Pac Pcls (Covers EA)	Kimura, Yang	S	3	0	12	√	√

Religion

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
25%	REL150 World's Major Religions (Covers Buddhism, Confucianism, Shinto, Taoism)	Baroni, Kaaialii, Sakashita, Lamb, Davey, Kaaialii, Falgout, Sakashita, Pettit	F, S, SU	3	925	0	√	√
100%	REL203 Understanding Chn Rel	Mohr, Pettit	F, S	3	5	3	√	√
100%	REL204 Understanding Jpn Rel	Mohr, Sakashita	S, SU	3	20	0	√	√
50%	REL207 Understanding Buddhism (Covers EA)	Mohr		3			√	
80%	REL308 Zen Buddhist Masters (covers Buddhist masters in China, Japan, Korea and the West)	Baroni	S	3	8	1		
50%	REL394 On Death and Dying (covers Japanese Buddhism)	Mohr	S	3	12	0	√	√
50%	REL475 Sem on Buddhism (Buddhism in Hawai'i and Beyond: Local Practices and Global Contexts)	Wilson	3	3			√	
100%	REL476 Daoism: Phil & Rel	Reich	S	3	10	1		
100%	REL661C Japanese Religions	Baroni	S	3	0	1		
100%	REL661D EA Buddhism	Mohr	S	3	0	3		

Sociology

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	SOC356 Sociology of China	Liu, Lin	SU	3	8	0	√	√
100%	SOC357 Sociology of Japan	Johnson	F	3	20	0		
100%	SOC358 Sociology of Korea	Koo, Scott	S, SU	3	37	2		
100%	SOC720 Comp Study of EA	Lin	S	3			√	
100%	SOC722 Mod Jpn Society	Steinhoff	S	3			√	
80%	SOC750 Social Movements (focuses on EA)	Steinhoff	F	3	0	7	√	

Theatre

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	THEA420C Inter Voice for Actors: Asia (Beijing Opera)	Wichmann-Walczak	F	3	4	7	√	√
100%	THEA427 Chn Acting Wrkshp	Wichmann-Walczak	S, F	1-3	7	7	√	√
100%	THEA428 Jpn Acting Wrkshp	Iezzi	F	3	7	11		√
100%	THEA465 Drama & Thea in Chn	Wichmann-Walczak	S	3			√	
100%	THEA466 Drama & Thea in Jpn	Iezzi		3				√
60%	THEA680 Directing Asn Theatr (Covers EA drama)	Iezzi	S	3	0	6		
100%	THEA763C Sem in theatre: Chn	Wichmann-Walczak	S	3	1	11		

Women's Studies

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	*WS346 20th c. lit by Chn Women Cross-listed as EALL364, ASAN364	Yue	S	3	6	1	√	√
25%	WS360 Pacific/Asian Women in Hawai'i (Covers EA hist/cult)	Koikari	F	3	7	0	√	√
100%	*WS462 Asian Women & Globalization in Asia Cross-listed as AMST438, POLS372	Koikari		3				√

PROFESSIONAL PROGRAMS/SCHOOLS

Architecture

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
25%	ARCH271 World Arch A (Covers EA urbanization)	Bergum	F	3	45	0	√	√
25%	ARCH272 World Arch B (Covers EA development)	McGuire	S	3	45	0	√	√
100%	ARCH747T Professional Studio: China	Lee	SU	V	0	1		

College of Business Administration

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
75%	BUS677 Field Study in Asia (traveled to Tokyo, Kyoto, Shanghai, and Seoul)	Bystrom	SU	6	0	3	√	√

Finance

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
30%	FIN321 Intl Bus Finance (includes EA examples)	Misawa	S, SU	3	58	0	√	√
75%	FIN490C Japanese Financial Management	Misawa	SU	3	9	1	√	√

Management

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
50%	MGT343 Comp Mgt Sys: US&Jpn	Bhawuk	F, S	3	35	0	√	√

Marketing

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
50%	MKT381 Multinatl Mkt (Covers Asia market, esp. Chn)	Hu, Paranal, Youn, Masser	F, S, SU	3	149	0	√	√

College of Education Educational Foundations

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
25%	EDEF360 Intr. MultiCult Edu (Perspectives on Asian Edu)	Tavares, Furushima	F, S	3	47	1	√	√
25%	EDEF630 Cult Diversity & Educ (examples from EA)	Di	F	3	0	15	√	√
25%	EDEF669 Intro to Comp & Intl Edu (comparisons w/ EA)	Cheng, Di	F, SU	3	0	14	√	√

Center for Interpretation & Translation

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
50%	TI401 Principles of Translation (at least 50% working in	Aranda	F	3	15	0	√	√

	EA langs)							
85%	TI403 Intro to Interpretation (majority working in EA langs)	Zeng, Rolland	F, S	3	21	2	√	√
85%	TI405 Principles of Court Interp (majority working in EA langs)	Zeng	S	3	5	0	√	√
85%	TI406 Community Interpreting (majority working in EA lang)	Zeng	F, S	3	10	0	√	√
85%	TI407 Court Interpreting II (majority working in EA lang)	Zeng	F	3	2	0		
100%	TI408 Medical Interpreting	Zeng	S	3	5	0	√	√
100%	*TI425 Japanese Translation Cross-listed as JPN425	Tateyama	S	3	2	0	√	√

School of Law: Law-Pacific and Asian (LWPA)

EA Content %	Course	Instructor	Term (F, S, & SU)	Contact Hours	16-17 UG Enrollment	16-17 G Enrollment	Offered 17-18	Offered 18-19
100%	LWPA514 Law & Soc in Jpn	Levin	S	3			√	√
50%	LWPA556 Asian Comp Labor Law (includes EA examples)	Brown	S	3	0	8		√
100%	LWPA575C International Legal Studies: China (rdgs in Chinese law)	Brahm	S	1 to 14	0	5		
50%	LWPA579 International Bus Transactions (includes EA examples)	Levin	S	3			√	
100%	LWPA586 Law &	Conner		3			√	

	Society in China							
50%	LWPA587 Comparative Law	Levin					√	

Urban & Regional Planning

<u>EA Content %</u>	<u>Course</u>	<u>Instructor</u>	<u>Term (F, S, & SU)</u>	<u>Contact Hours</u>	<u>16-17 UG Enrollment</u>	<u>16-17 G Enrollment</u>	<u>Offered 17-18</u>	<u>Offered 18-19</u>
50%	PLAN630 Urban & Regional Planning in Asia (incl. EA examples)	Das	S	3	2	7	√	√
80%	*PLAN636 Cult&Urb Form in Asia (focus on EA) Cross-listed as ASAN636	Kwok	S	3			√	
80%	*PLAN638 Asian Develop & Urbanization (focus on EA) Cross-listed as ASAN638	Kwok		3				√

APPENDIX 3 PERFORMANCE MEASURE FORM

1. EA Language Instruction										
GOAL 1: Strengthen and expand instruction in East Asian languages										
Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets				
						BL	T1	T2	T3	T4
A) Increase by 1 the number of online JPN language textbooks for JPN 101 to 202 classes	Develop online curriculum and materials for beginning Japanese (JPN 101 and 102) and intermediate Japanese (JPN 201 and 202)	Yr 1	Number of new online JPN language textbooks.	Yr 1	UH EALL Department	0	1	1	1	1
B) Increase by at least 5 the number of CHN blended learning courses at community colleges (CC)	B.1 Train faculty at community colleges in blended learning.	Yr 1	Number of community college faculty attending blended learning workshop with NFLRC.	Yr 1	Report by NFLRC	0	5	5	5	5
	B.2 Develop blended learning CHN courses at community colleges.	Yr 2	Number of CHN blended courses at community colleges.	Yr 2	Report by NFLRC	0	0	5	5	5
C) Increase by 30 the number of students who participate in Japanese and Chinese theater productions to advance their EA language skills.	Support of LCTL instruction in EA Theater courses and productions, rehearsals, performances, and outreach activities in collaboration with the Theater Department.	Yrs 3-4	Number of students who participate in Japanese and Chinese theater productions.	Yrs 3-4 annually	UH registration	0	0	0	15	30

APPENDIX 3 PERFORMANCE MEASURE FORM

2. Non-language area studies Instruction										
GOAL 2: Strengthen and expand instruction on EA area studies.										
Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets				
						BL	T1	T2	T3	T4
A) Establish a New Professional Master's program in Asian International Affairs in Asian Studies Program	A.1 Develop a Professional Master's program in collaboration with the Asian Studies Program.	Yrs 1-3	Number of the new master's programs.	Yr 3	Asian Studies Report	0	0	0	1	1
	A.2 Develop and teach graduate seminar course on International Relations in Asia.	Yrs 1-2 (Develop) Yrs 3-4 (Teach)	Number of new Asian Studies graduate seminar courses on International Relations in Asia developed and taught.	Yrs 3-4 annually	Asian Studies Report	0	0	0	1	1
B) Increase by 40 the number of College of Education students with knowledge of EA through their participation in an inquiry-based field study course on Japan and South Korea.	Implement an inquiry-based field study course on Japan and South Korea in collaboration with CoE.	Yrs 1-2	Number of CoE inquiry-based field study course on Japan and South Korea implemented.	Yrs 1-2 annually	College of Education report	0	1	1	1	1
		Yrs 1-2	Number of students who complete the course.		College of Education report	0	20	40	40	40

APPENDIX 3 PERFORMANCE MEASURE FORM

3. Outreach										
GOAL 3: Enhance the capacity of educators to teach on EA area studies and EA languages through teacher training workshops.										
Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets				
						BL	T1	T2	T3	T4
A) Enhance the language teaching skills of at least 40 pre- and in-service K-12 Chinese language teachers.	Conduct annual teacher training workshops and summer sports camps on teaching Chinese language to middle and high school students in collaboration with the Center for Chinese Studies (CCS).	Yrs 1-4	The number of Chinese language teachers who complete the workshop.	annually	Report by workshop administrators	0	10	20	30	40
B) Enhance the language teaching skills of at least 8 EA MSI/CC language educators in regards to blended learning.	Conduct teacher training workshop on blended learning in collaboration with NFLRC.	Yr 2	The number of EA MSI/CC language educators who complete the workshop.	Yr 2	Report by NFLRC	0	0	8	8	8
C) Enhance the language teaching skills of at least 15 MSI/CC Japanese language educators.	Train educators at MSI/CCs to use the new online textbook <i>Musubi</i> in collaboration with the Japanese language section, EALL.	Yr 3	The number of Japanese MSI/CC language educators who complete the workshop.	Yr 3	Report by workshop administrators	0	0	0	15	15
D) Enhance the language teaching skills of at least 20 K-16 and community school Korean language teachers.	Conduct teacher training workshop on teaching techniques, materials development, and instructional technology in collaboration with the Korean Language Flagship Program and NFLRC.	Yr 4	The number of Korean language teachers who complete the workshop.	Yr 4	Report by workshop administrators	0	0	0	0	20
E) Enhance the area studies teaching skills of at least 10 CC and MSI educators through a faculty study workshop on Hokkaido.	Develop and implement a faculty development workshop on Hokkaido in collaboration with the Japan Studies Association.	Yr 2	The number of CC and MSI educators who participate in the study workshop in Hokkaido.	Yr 2	Report by workshop administrators	0	0	10	10	10
F) Increase the capacity of 40 language faculty to improve business language instruction.	UH EA language faculty present papers on innovations in business language teaching at national conferences.	Yrs 2 & 4	The number of language faculty who attend presentations by UH EA language faculty at conference.	Yrs 2 & 4	Report by faculty	0	0	20	20	40

APPENDIX 3 PERFORMANCE MEASURE FORM

4. Library										
GOAL 4: Increase the availability of East Asian studies resources for the university, local, and national audiences.										
Performance Measure	Activity	Timetable	Data / Indicators	Frequency	Data Source	Baseline and Targets				
						BL	T1	T2	T3	T4
A) Increase the availability of EA resources to a national clientele by digitizing resources, creating metadata, preparing bibliographic information, and making them publicly available online.	A.1 Digitize resources from EA Library Collections.	Yrs 1-4	Number of new digitized EA resources made accessible through UH Library's website.	annually	Library report	0	4	8	12	16
	A.2. Create metadata and bibliographic information and make digitized resources accessible through UH Library website.	Yrs 1-4								
B) Increase the number of resources available for research on East Asia through the acquisition of at least 1,000 resources by the end of year 4.	B.1. Travel to Japan, Korea, and China, to participate in professional workshops, seminars, and meetings to learn about new delivery systems and other trends in the field.	Yrs 1-4	Number of professional workshops, seminars, and meetings attended by the end of grant.	annually	Library	0	4	4	8	11
	B.2. Network with book vendors, publishers, and librarians at universities in EA to acquire resources through gifts, exchanges, resource sharing, discounts, and other agreements.	Yrs 1-4	Number of EA resources acquired and made available for use by the end of grant.	annually	Library	0	250	500	750	1000
	B.3. Acquire and catalog at least 1,000 new EA library resources (i.e., books, pamphlets, newspapers, journals, photographs, and works on history, philosophy, gender, literature, culture--incl. pop culture, minorities, and diaspora.)	Yrs 1-4								
	B.4. Subscribe to databases to access additional research materials on East Asia.	Yrs 1-4								



UNIVERSITY
of HAWAII
MĀNOA

Office of the Vice Chancellor for Academic Affairs

June 12, 2018

Dr. Lonny Carlile
Center for Japanese Studies
School of Pacific and Asian Studies
University of Hawai'i at Manoa
Honolulu, HI 96822

Dear Dr. Carlile,

On behalf of the Office of the Vice-Chancellor for Academic Affairs at the University of Hawai'i at Mānoa, I wish to express my support for your application for the Title VI National Resource Center-East Asia grant, and specifically the development of a new course in the Asian Studies Program on International Relations in Asia. This course will serve as one of the requirements for the new Professional Master's in Asian International Affairs (PMAIA) that the Asian Studies Program is currently developing, with plans to start admitting students in Fall 2019.

The PMAIA represents an exciting new direction for the Asian Studies Program at UH-Mānoa, as it will serve mid-career professionals in the military, government and business, in Hawai'i and beyond. The innovative new program represents a hybrid between traditional area studies and traditional international relations approaches. It will meet the concrete professional development needs of a broad spectrum of government and private sector employees and draw on the remarkable assemblage of local resources that are the result of Hawai'i's history as a crossroads between Asia, the Pacific Islands, and North America. In so doing, it will educate future leaders who are well-positioned to work in a sensitive, sensible, and thus successful manner on issues involving the Asia-Pacific region. *We have already had an expression of interest in this program from the US Army Pacific Command, whose commanders believe the US Army's mission in the region will be better served if a broad range of mid-career officers have an advanced understanding of Asian geopolitics.*

Here at UH-Mānoa we are fortunate to have distinct strengths in Asian Studies. We strive continuously to incorporate those strengths into the classroom at all levels, and make the deep expertise of UH-Mānoa faculty available to an ever-broader spectrum of both traditional and non-traditional university students. Support from the Department of Education's Title VI National Resource Center Program is vital to this mission.

Sincerely,

A handwritten signature in black ink that reads "Michael Bruno".

Michael Bruno
Interim Vice Chancellor for Academic Affairs and Vice
Chancellor for Research

2500 Campus Road, Hawai'i Hall 209
Honolulu, Hawai'i 96822
Telephone: (808) 956-8447
Fax: (808) 956-7115

An Equal Opportunity/Affirmative Action Institution

Dr. Lonny Carlile
Director, National Resource Center-East Asia
University of Hawaii at Manoa
Honolulu, HI 96822

June 12, 2018

Dear Lonny:

As Director of the National Foreign Language Resource Center (NFLRC), I am writing in strong support of the programs you have proposed in cooperation with NFLRC in the application you are submitting to continue as a Title VI National Resource Center. NFLRC values its history of collaboration with the NRCEA at the University of Hawai'i, and collaborative projects will be a major focus of our activities during the upcoming grant cycle 2018-2022.

Our Centers will work in concert to enable a series of activities that will enhance capacity for the learning and teaching of less commonly taught languages (LCTLs). Specifically, our Centers will jointly support:

1. The implementation of an innovative approach to infuse blended learning principles and pedagogy into Chinese language curricula at Hawaii community colleges. The NFLRC will support the development of materials for effective Blended Language Learning (BLL) in the first two years of the language curriculum while NRCEA will provide the necessary support to enable the implementation. This collaboration between the two institutions creates opportunities for mentoring and professional learning that can serve as a model for articulation and to infuse innovation into a community college curriculum.
2. NRCEA will support a workshop on blended learning for pre- and in-service language educators (including EA language faculty from community colleges and MSIs) organized by the NFLRC by providing modest honoraria to presenters.
3. The Korean Language Flagship Center (KLFC) at the University of Hawaii, in collaboration with NRCEA and NFLRC, will offer a professional development workshop for educators in community schools and K-16 institutions on pedagogical innovations in the use of technology and media. The NFLRC will provide crucial support to make the experience itself a blended-learning experience for participating instructors, thus modeling blended-learning pedagogy within a professional learning experience. Specifically, NFLRC will develop and deliver a mandatory online pre-workshop experience.

We very much look forward to our continued collaboration.

Sincerely,



Julio C. Rodriguez
NFLRC Director

Diverse Perspectives and Wide Range of Views in Funded Activities
NRCEA & FLAS
University of Hawai‘i

UH staunchly supports academic freedom by actively encouraging the promotion of diverse perspectives and the generation of balanced discussions on world regions and international affairs. The East Asia Council, composed of the four EA area studies centers (China, Japan, Korea, and Okinawa), address complex and challenging issues facing the Asia-Pacific region through a variety of cultural, historical, epistemological, political, and economic perspectives and will apply this same rigor of examination to all Title VI-funded activities and projects. Cultural components to the projects will include a wide-range of resources and perspectives, including minorities in East Asia. For the proposed International Relations in Asia graduate seminar course, the faculty member will carefully select readings and create assignments to engage students in understanding the multiple determinants and impacts of Asian nations' engagements with their neighbors and the world. The proposed Faculty Development Workshop on Hokkaido (focusing on Ainu people) will not only include the devastating impact of colonialism on the Ainu but will also address the prefectural government's attempts to preserve its heritage. All grant activities will include open dialogue sessions so that participants have opportunities to share their opinions and engage in substantial dialogue.

Every effort will be made to understand and grasp multiple sides to shared concerns and issues. This practice is essential in the academic, learning process.

**Government Service in Areas of National Need and in Other Employment
NRCEA & FLAS
University of Hawai'i**

UH is well positioned to fulfill the national need for experts in East Asian Studies in education, business, and non-profit sectors as well as in Federal Agencies--Agriculture, Defense, Health and Human Services, Justice, Labor, Department of State, Transportation, and Peace Corp. These Federal Agencies were identified by the U.S. Department of Education as requiring personnel with proficiencies in EA languages.

UH is currently the only university in the country to host two EA Language Flagship Programs (Chinese and Japanese) which train global professionals with superior levels of proficiency. UH's Japanese language program is one of the largest programs with the most extensive course offerings in the country. In 2016-2017, 99 students graduated with their bachelor's of arts degrees in EA Studies' majors (Asian Studies, Chinese, Japanese, and Korean). UH offers diverse graduate degree and professional degree options. Placement data demonstrates that UH graduates are entering fields in education, government, and private businesses (including law).

All the EA Centers actively promote networking and professional development opportunities for students using UH alumni networks and community/governmental contacts. Job fairs on campus are held twice a year, and these fairs always have a large number of employers/companies searching for students with expertise in EA and EA language fluency. The campus careers office regularly schedules informational sessions with U.S. government offices, such as FBI and CIA. UH has a Peace Corps representative available who volunteers her time to conduct in-class presentations and overviews.

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS ☐CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS☐CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application

Comprehensive National Resource Center and
Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1:\$219,560; Year 2: \$223,481; Year 3: \$222,183

Year 4: \$224,426

FLAS Request

Year 1: \$432,000; Year 2: \$432,000; Year 3: \$432,000;

Year 4: \$432,000

Type of Applicant

Single institution-University of Hawaii

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

EAST ASIA

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Mandarin Chinese, Japanese, and Korean

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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[View Optional Budget Narrative](#)

Budget Categories	FY 2018 Year 1	FY 2019 Year 2	FY 2020 Year 3	FY 2021 Year 4	pages
1. PERSONNEL					
A. EA Council					
1) G. Satsuma, Coord., .25 FTE @ 94,050/95,931/97,850/99,807 yr 59.07/62.07/64.07/64.07% fringe	23,513 13,889	23,983 14,886	24,463 15,673	24,952 15,673	pp. 8-9,11-12
2) J. Pan, Grad. assistant, .11 mos. .50 FTE, \$21,288/22,140/23,028/23,952 13.83% fringe	21,288 2,944	22,140 3,062	23,028 3,185	23,952 3,313	pp.8-9
EAC Salaries Subtotal:	44,801	46,123	47,491	48,904	
Fringes Subtotal:	16,833	17,948	18,858	18,986	
B. Language Instruction Enhancement					
1) JPN online textbook, summer overload, 5 x \$2,000 T. Iwai, Y. Wada, M. Ogasawara, H. Uchida, E., Murayama 2.53% fringe		10,000 253			p.3
2) CHN Curriculum UH Community College faculty blended teaching curriculum summer overloads, 5 x \$2,000 2.53% fringe	10,000 253				pp.3-4
Lang. Salaries Subtotal:	10,000	10,000	0	0	
Fringes Subtotal:	253	253	0	0	
C. Area and Other Instruction Initiatives					
1) New Professional Master's Degree in Asian International Affairs a) Graduate seminar, International Relations in Asia (1) Faculty Summer Overload, K. Govella					p.7

Budget Categories	FY 2018 Year 1	FY 2019 Year 2	FY 2020 Year 3	FY 2021 Year 4	pages
1 faculty x \$5,000	5,000	5,000			
2.53% fringe	127	127			
(2) Course release					
3 cr x \$2,429cr			7,287	7,287	
64.07% fringe			4,669	4,669	
b) CoE Inquiry-based Field Study to Japan and S. Korea curriculum development					p.6
faculty summer overload 3 cr/\$2,334/\$2,381	7,002	7,143			
2.53% fringe	177	181			
Area Salaries Subtotal:	12,002	12,143	7,287	7,287	
Fringes Subtotal:	304	308	4,669	4,669	
D. Outreach					
1) G. Satsuma, Outreach Coord., .25 FTE					pp.8-9,11-12
@ \$94,050/95,931/97,850/99,807 yr	23,513	23,983	24,463	24,952	
59.07/62.07/64.07/64.07% fringe	13,889	14,886	15,673	15,673	
2) CHN Lang K-12 Teacher Training					pp.4-5,11-12
C. Ning, Coord., .10 FTE					
@\$121,194/123,618/126,090/128,612	12,119	12,362	12,609	12,861	
59.07/62.07/64.07/fringe	7,159	7,673	8,079	8,240	
3) Faculty Workshop on Hokkaido					p.6
UH CC faculty co-leader, summer overload		5,000			
2.53% fringe		127			
4) Korean Language K-16 Teacher Training Workshop					p.5
a) S. Cheon, Faculty Coord. Overload				6,000	

Budget Categories	FY 2018 Year 1	FY 2019 Year 2	FY 2020 Year 3	FY 2021 Year 4	pages
2.53% fringe				152	
b) Faculty overload for workshop lectures by UH faculty 10 lectures x \$120/lecture 2.53% fringe				1,200 30	
c) 2 Student assistants 2 x 60 hrs x \$14.90/hr 0.95% fringe				1,788 17	
5) JPN Teacher Training Workshop faculty summer overload 5 x \$2,000 T. Iwai, Y. Wada, M. Ogasawara, H. Uchida, E. Murayama 2.53% fringe			10,000 253		p.3
Outreach Salaries Subtotal:	35,632	41,345	47,072	46,801	
Fringes Subtotal:	21,048	22,686	24,005	24,112	
E. Library Assistants					p.7
1) 400 hrs @ \$14.90/hr 0.95% fringe	5,960 57	5,960 57	5,960 57	5,960 57	
Library Salaries Subtotal:	5,960	5,960	5,960	5,960	
Fringes Subtotal:	57	57	57	57	
F. Evaluation					
1) C. Ryan, evaluator independent contractor	3,000	3,000	3,000	3,000	pp.8-9,15

Budget Categories	FY 2018 Year 1	FY 2019 Year 2	FY 2020 Year 3	FY 2021 Year 4	pages
Evaluation Salaries Subtotal:	3,000	3,000	3,000	3,000	
<i>Total Salaries:</i>	<i>111,395</i>	<i>118,571</i>	<i>110,810</i>	<i>111,952</i>	
<i>Total Fringe Benefits:</i>	<i>38,495</i>	<i>41,252</i>	<i>47,589</i>	<i>47,824</i>	
<i>Total Personnel:</i>	<i>149,890</i>	<i>159,823</i>	<i>158,399</i>	<i>159,776</i>	
3. TRAVEL					
A. Foreign Travel					
1) CoE Inquiry-based Field Study, Japan and S. Korea					p.6
airfare (Japan and S. Korea)	1,600	1,600			
Per diem, 21 days x \$250/day	5,250	5,250			
2) Faculty Workshop on Hokkaido for faculty at MSI & community colleges					p.6
UH faculty co-leader airfare	1,600	1,600			
Per diem, 12 days x \$247/day	2,964	2,964			
CC faculty co-leader airfare		1,600			
Per diem, 12 days x \$247/day		2,964			
3) Library Acquisitions for China, Japan, and Korea					p.7
All 3 EA librarians will take trips to EA					
3 airfares: EA \$1,600/each	4,800		4,800	4,800	
3 Per diem: 6 days @ \$250/day	4,500		4,500	4,500	
4) Library Acquisitions for Okinawa					

Budget Categories	FY 2018 Year 1	FY 2019 Year 2	FY 2020 Year 3	FY 2021 Year 4	pages
1 airfare: Okinawa \$1,600	1,600		1,600		
6 days @ \$250/day	1,500		1,500		
B. Domestic Travel					
1) NRC Director's Mtg (Director)					
Airfare	1,200				
Per diem, 3 days x \$322/day	966				
2) Lang. for Specific Purposes/ International Business Conference					p.7
1 UH presenter					
airfare		1,200		1,200	
per diem, 4 days @ \$250/day		1,000		1,000	
<i>Total Travel:</i>	<i>25,980</i>	<i>18,178</i>	<i>12,400</i>	<i>11,500</i>	
5. MATERIALS & SUPPLIES					
A. JPN Curriculum	500				p.3
B. Grad. seminar in International Relations in Asia	500				p.7
C. CoE Inquiry-based field study, Japan and S. Korea	500				p.6
D. KOR Teacher Training Workshop				1,000	p.5
E. Faculty Workshop on Hokkaido		500			p.6
F. Library Acquisitions					p.7
1) \$8,000 each for China, Japan, & Korea collections	24,000	24,000	24,000	24,000	
2) \$4,000 for Okinawan collection	4,000	4,000	4,000	4,000	
<i>Total Materials & Supplies:</i>	<i>29,500</i>	<i>28,500</i>	<i>28,000</i>	<i>29,000</i>	
8. OTHER					
A. KOR Teacher Training Workshop					p.5
Lang. Lab Rental Fee					

Budget Categories	FY 2018 Year 1	FY 2019 Year 2	FY 2020 Year 3	FY 2021 Year 4	pages
\$100 x 6 hrs				600	
B. NFLRC Workshop on Blended Teaching, Lecture Modules 10 lectures x \$250/lecture		2,500			p.4
C. Travel-Non-UH Faculty/Staff					
1) International Travel					
EA Theatre Production Language Training living expenses (housing, meals) in Honolulu					p.5
3 Kabuki trainers from Japan			9,000		
3 Jingju trainers from China				9,000	
3 x \$3,000					
<i>Total Other:</i>	<i>0</i>	<i>2,500</i>	<i>9,000</i>	<i>9,600</i>	
Total Direct Costs:	205,370	209,001	207,799	209,876	
Indirect costs: (8% of TDC less library acquisitions)	14,190	14,480	14,384	14,550	
NRCEA Total Costs:	219,560	223,481	222,183	224,426	
Foreign Language Area Studies Fellowships					pp.8,48-50
1) Academic Year					
A. 9 Grad Student FLAS @ \$33,000					
1. 9 Institutional					
Payments @ \$18,000	162,000	162,000	162,000	162,000	
2. 9 Subsistence					
Allowances @ \$15,000	135,000	135,000	135,000	135,000	

Budget Categories	FY 2018 Year 1	FY 2019 Year 2	FY 2020 Year 3	FY 2021 Year 4	pages
B. 3 Undergraduate FLAS @ \$15,000					
3 Institutional					
Payments @ \$10,000	30,000	30,000	30,000	30,000	
3 Subsistence					
Allowances @ \$5,000	15,000	15,000	15,000	15,000	
Total Academic Year:	342,000	342,000	342,000	342,000	
2. Summer					
A. 9 Grad Student FLAS @ \$7,500					
1. 9 Institutional					
Payments @ \$5,000	45,000	45,000	45,000	45,000	
2. 9 Subsistence					
Allowances @ \$2,500	22,500	22,500	22,500	22,500	
B. 3 Undergrad FLAS @ \$7500					
1. 3 Institutional					
Payments @ \$5,000	15,000	15,000	15,000	15,000	
2. 3 Subsistence					
Allowances @ \$2,500	7,500	7,500	7,500	7,500	
Total Summer:	90,000	90,000	90,000	90,000	
Total FLAS Budget:	432,000	432,000	432,000	432,000	
TOTAL NRCEA & FLAS:	651,560	655,481	654,183	656,426	